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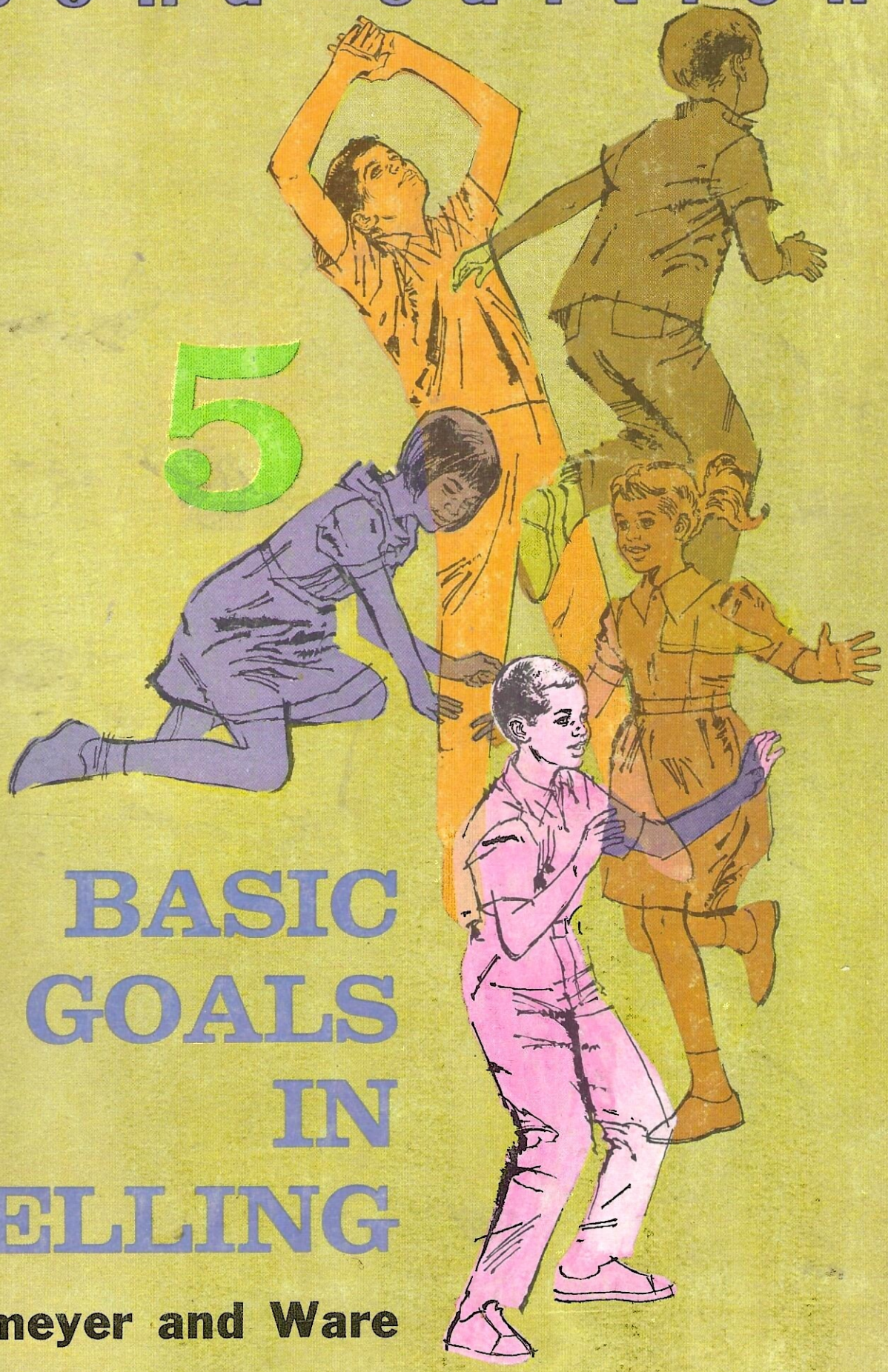

5

BASIC GOALS IN SPELLING

Kottmeyer and Ware

California State Series

BASIC GOALS IN SPELLING 5

REVISED SECOND EDITION

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This is a CALIFORNIA STATE TEXTBOOK

Book No. _____ *Date Issued* _____

_____ *School District* _____ *County*

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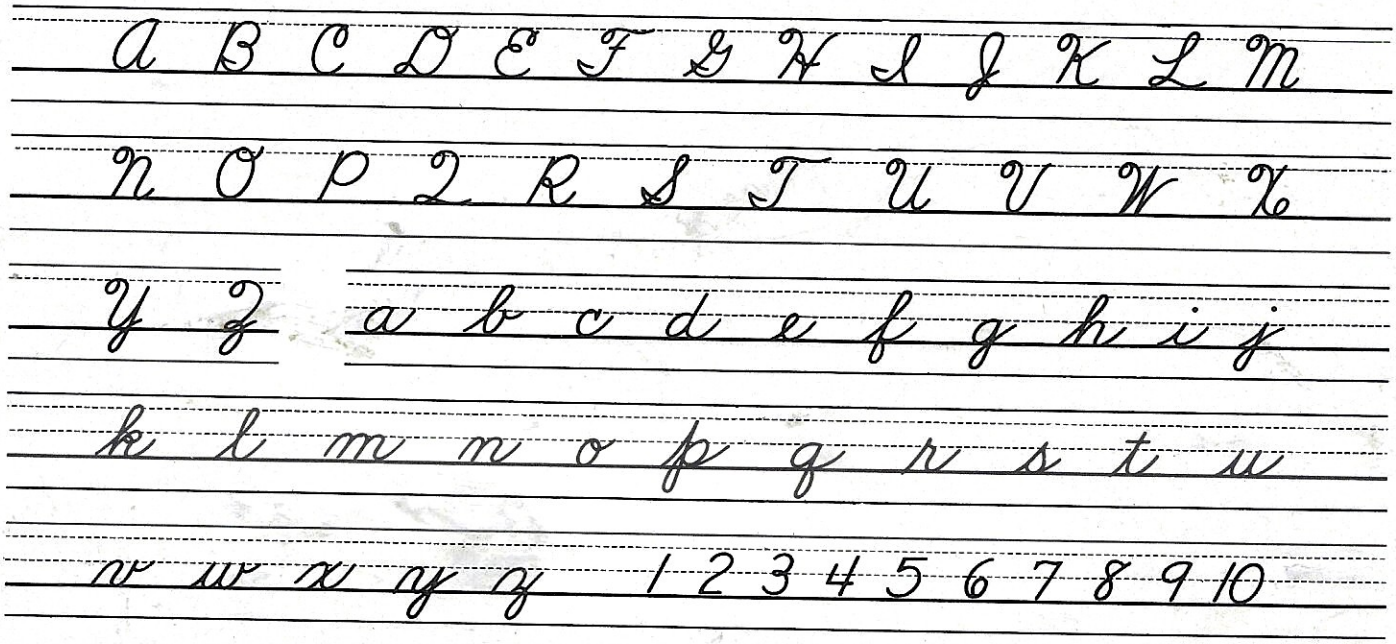
HANDWRITING MODELS



HOW TO STUDY A WORD

Look at the word carefully. **favorite**

Check the word in a dictionary if you are not sure of the meaning or of the pronunciation. **·fa·vor·ite** (fa′ vər it), *n.* One liked very much.—*adj.* Liked best.

Say the word distinctly.

Think how you would spell the word.

- How does it start? . . . . . **f**
- How many sounds do you hear? . . . . . **favorite** (1 2 3 4 5 6 7)
- Are there any silent letters? . . . . . **favorite** (e)
- What are the vowel sounds? . . . . . **favorite** (ā ə i)
- How many syllables are there? . . . . **fa / vor / ite** (1 2 3)
- Is there a suffix? . . . . . **favorite** (ite)

  If so, what is the root word? . . . . . **favor**

  Is the root word changed when the suffix is added? . . . . . **no**

Write the word . . . . . *favorite*

Compare your spelling with the spelling in the book.

Practice writing the word. Say the word as you write it.

UNIT 1

Spelling Short-Vowel Words

1. Say each word in your list. Are the vowel sounds long or short?

2. Where in these words are the vowel letters?

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

A Discovering Patterns

1. Pronounce the words in the unit list. How many syllables do you hear in each word?

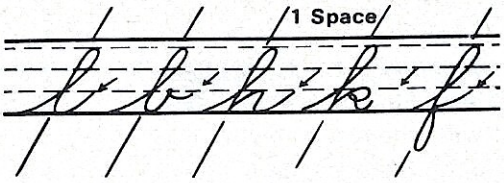
2. Talk over Randy Rulescouter's questions. Then write the missing words for the rule.

3. Read the *Handwriting Hints*. Always use your best handwriting.

4. Write the new words. (The review words have a dot in front of them.) In the words you wrote, underline each vowel.

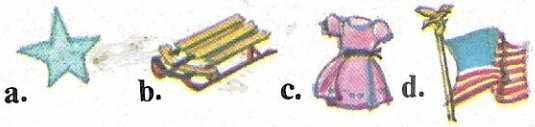
Handwriting Hints

Imagine that the space between your writing lines is divided into four parts. Use three parts for the loop letters. Watch the slant and the ending strokes.



B Studying Your Words

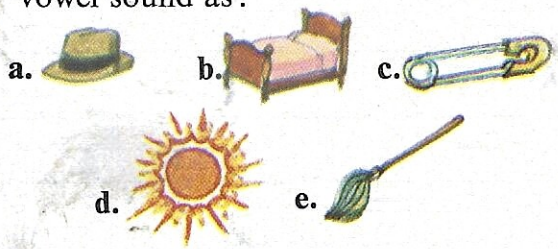
1. Write the words which start with the same two sounds as:



_____ _____

_____ _____

2. Write the words with the same vowel sound as:



a _____ _____

_____ _____

_____

b _____ _____

_____ _____

_____ _____

c _____ _____

_____ _____

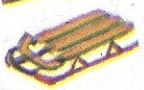
_____

d _____ _____

e _____ _____

3. Spell more words by changing the vowel in each of these spelling words:

a. Change *stamp* to .

b. Change *slid* to  .

c. Change *fix* to .

d. Change *tin* to .

_____ _____

_____ _____

4. Write the review word which is usually used as a noun. Write the new word with the same vowel sound.

_____ _____

C Trial Run

Dictionary Helps

When a vowel has its "short" vowel sound, we write the vowel without any diacritical mark.

The letters and diacritical marks in parentheses show the pronunciation.

The words listed in a dictionary are called *entry* words. They are printed in dark letters. After each entry word, in parentheses, is the pronunciation. The dictionary shows the pronunciation of each entry word by means of letters and marks called *diacritical marks*.

The *n.* is an abbreviation for *noun;* it shows that *tin* can be used as a noun.

tin (tin), *n.* **1.** Soft, cheap metal that shines like silver. **2.** Thin sheets of iron or steel coated with tin.

D Proofreading

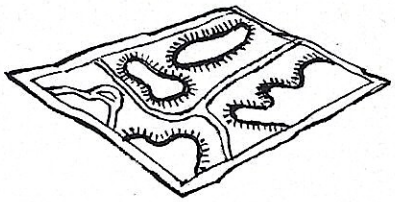
Proofread Bob's spelling test. Find the errors. Rewrite the test correctly.

1. We helded up the tent with a ten rod.
2. The twins slid down the slide with a bumps and tore their pant.
3. The rest of the band fellt we did not yet need a new drumm.
4. The map showed a belt of foot hills near the river.
5. Our job is to ficks a list of the stamp we need.

E For the Record

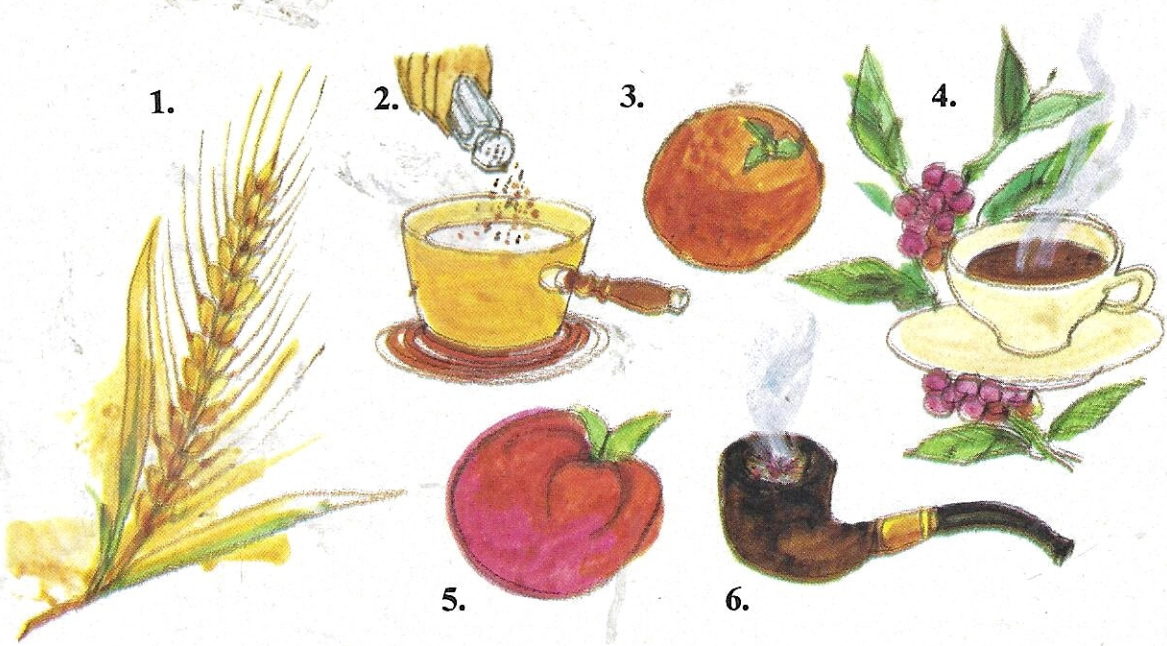
Stories About Words

The first maps made by Latin-speaking Romans were drawn on pieces of parchment about the size of a napkin. They called such a drawing a *mappa mundi*, or, a "world napkin." That's where we get our word *map*.



More Words for Good Spellers — Products

grain **spice** **citrus** **coffee** **tobacco**



Here are six pictures which will remind you of well-known products.

Write the five subject words with their picture numbers.

_____ _____

_____ _____

_____

1. Write *train*. Change the *tr* to *br*, *dr*, and *gr*. Write and say the words.

_____ _____

_____ _____

2. Two words have doubled consonants. Write them. Draw lines between the syllables.

_____ _____

3. Write *spit* and add *e*. Write it again and change the *t* to *c*. Write this last word again, adding *s*.

_____ _____

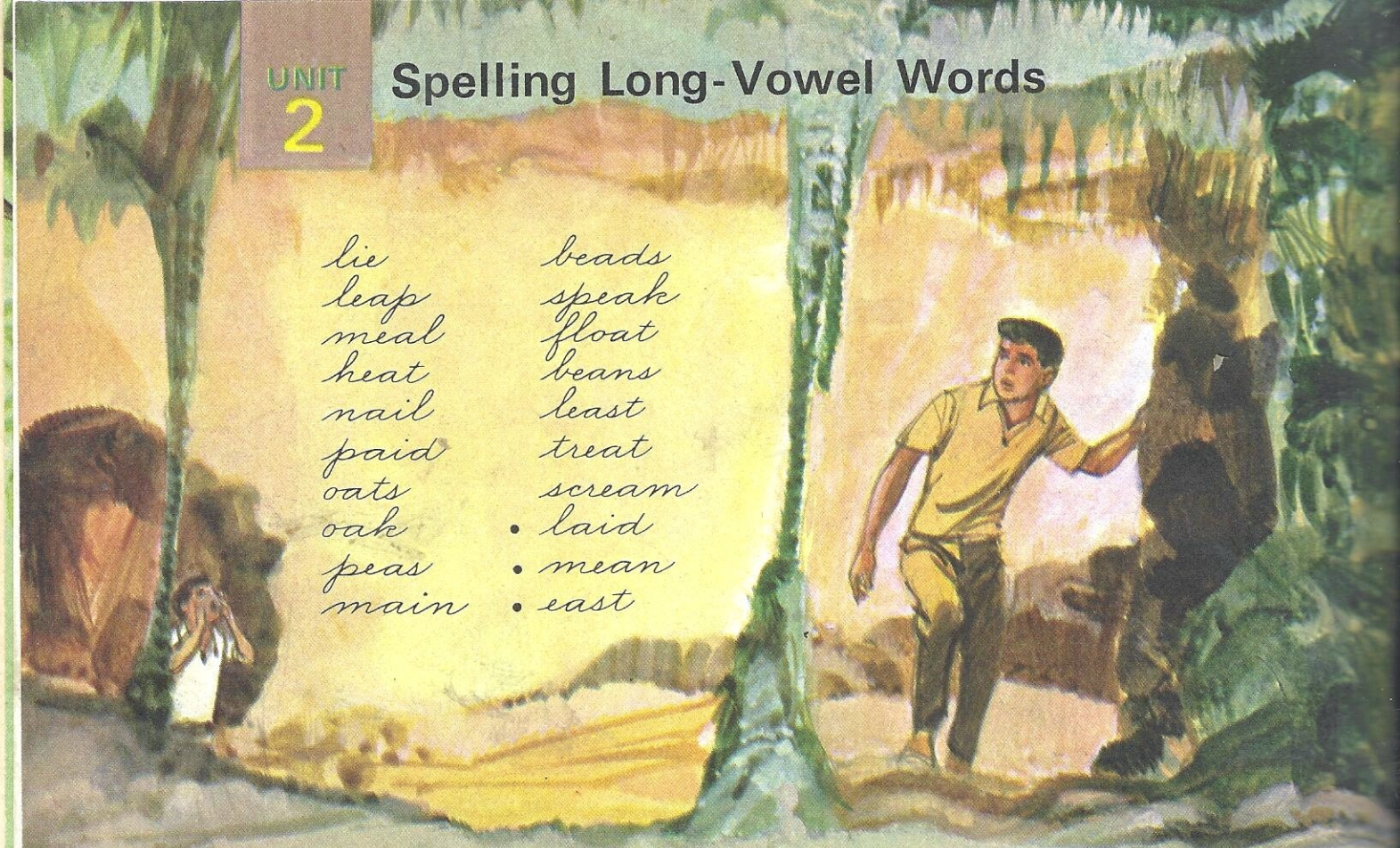
_____

4. Write the words in which *c* spells the *s* sound.

_____ _____

UNIT 2

Spelling Long-Vowel Words



1. How many vowel letters do you see in each word?

2. How many vowel sounds do you hear in each word? Is the vowel sound long or short?

3. Which vowel has this sound, the first or second?

Two 1 letters in the middle of a word spell the 2 vowel sound of the 3 vowel.

Randy Rulescouter

1_____ 2_____

3_____

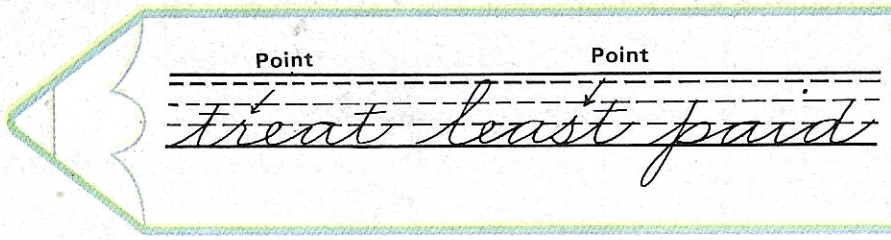
A Discovering Patterns

1. Pronounce the words in the list. How many syllables do you hear in each?

2. Talk over Randy Rulescouter's questions. Write the missing words for the spelling rule.

3. Read the *Handwriting Hints* on the next page.

4. Write the new words. Mark the long vowels in the words. Cross out the silent vowels.



Handwriting Hints

The smallest letters are one space high. The points of *r* and *s* are a little higher than one space. The *d*, *t*, and *p* take two spaces.

B Studying Your Words

1. Write the pictured words. Beside each one, write its pronunciation.

_____ _____

_____ _____

2. Write the words pronounced *lī*, *mēl*, *hēt*, *bēnz*, *pēz*, and *ōts*.

_____ _____

_____ _____

_____ _____

3. Write *east*. Make more words by writing *l*, *b*, and *f* before *east*.

_____ _____

_____ _____

4. Write *paid*, *laid*, *oak*, and *float*. Circle the words which are usually verbs, or "doing" words.

_____ _____

_____ _____

5. Write the words that start like . Mark the vowels. Cross out silent vowels.

_____ _____

6. Add *er* and *est* to *clean* and *mean*.

_____ _____

_____ _____

7. Add *s* and *ed* to *scream*, *leap*, and *treat*. Say the words.

_____ _____

_____ _____

_____ _____

8. Write *mean* and *main*. Then write the words without the silent vowels.

_____ _____

_____ _____

9. Write *main*. Change the *m* to *br*, to *tr*, and to *spr*. Write the words.

_____ _____

_____ _____

10. Write *beans*. Drop the *s* and change the *b* to *l* and to *cl*. Write and say the words.

_____ _____

_____

C Trial Run

Dictionary Helps

The symbol over the *e* is the diacritical mark for the long vowel sound. The silent vowel is omitted.

The *v.* shows that *heat* can be used as a verb.

A word has as many syllables as it has vowel sounds. Two vowels in the same syllable have one sound. The dictionary shows this by omitting the silent vowel and by placing a mark (¯) to show pronunciation above the other vowel.

heat (hēt), *n.* **1.** Hotness; warmth. **2.** Hot weather. **3.** One trial in a race. —*v.* **1.** To make warm or hot. **2.** To become warm or hot.

D Proofreading

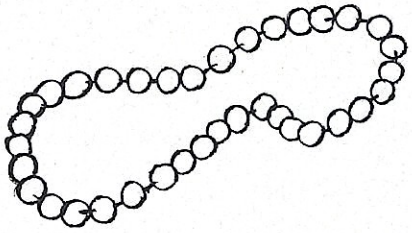
Mae is going to write sentences using her Unit 2 spelling words. Here are her notes. She will use them to write complete sentences. Proofread her notes, find the errors, and write her sentences correctly.

1. Heeted beans, peas, mane meal.
2. Gave horses treat, fed otes
3. Layed oak leef between books
4. Speak truth, never tell lye
5. Payed least could to get beeds
6. Not mean screem, hurt hand nail
7. Float boats down Cast River

E For the Record

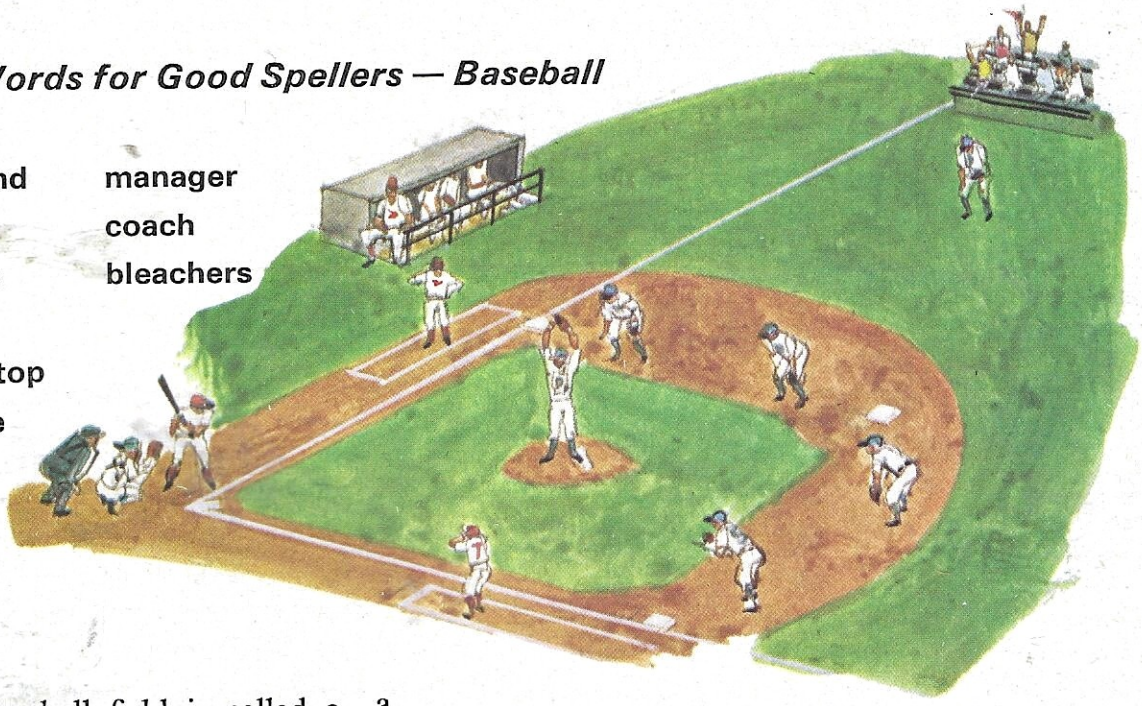
Stories About Words

The old Anglo-Saxon word for *pray* was *biddan*. Because people kept a count of their prayers with a string of little balls, the word *bede* came to mean either the prayer or the string of *beads*.



More Words for Good Spellers — Baseball

diamond
single
double
triple
shortstop
umpire
manager
coach
bleachers



This baseball field is called a __a__. The man on the dugout steps is the team __b__. In the boxes outside first and third bases are the __c__. Behind the catcher is the __d__. The player between second and third base is the __e__. Only a few fans are sitting in the __f__. A batter who makes one base gets credit for a __g__; for two bases, for a __h__; for three bases, for a __i__.

a_____ b_____

c_____ d_____

e_____

f_____

g_____ h_____

i_____

1. Write the compound word. Draw a line between the parts.

_____

2. Write the three words with *le* endings.

_____ _____

_____

3. Write the three-syllable words and draw lines between the syllables.

_____ _____

4. Write the two long-vowel words in which *ch* spells the expected sound.

_____

_____

5. Write and .

Make one word of the two words after you remove the *g* and change *f* to *p*.

_____ _____

_____

UNIT 3

More Long-Vowel Words

gate	size	slave
kite	wise	drove
dime	pine	spoke
safe	case	state
pipe	plate	• broke
wide	prize	• same
	froze	• mile

1. How many vowel letters do you see in each word?

2. How many vowel sounds do you hear? Is the sound long or short?

3. Where is the silent vowel in each word? What is it?

A __1__, a __2__, and a final __3__ *e* can spell the __4__ vowel sound in a one-syllable word.

Randy Rulescouter

1_____ 2_____

3_____ 4_____

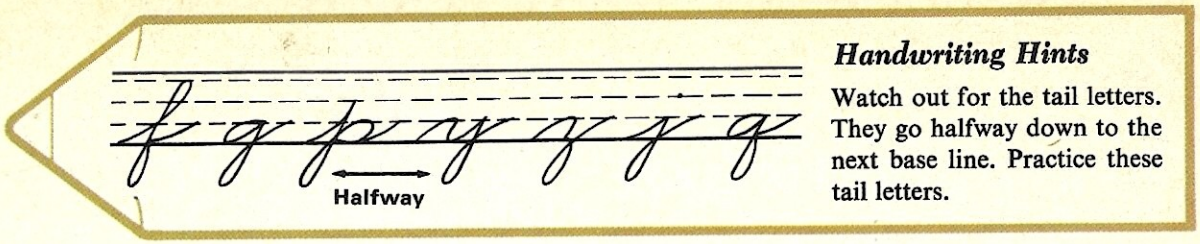
A Discovering Patterns

1. Pronounce the words in the list. Listen for the sounds in each word.

2. Talk over Randy's questions. Write the missing parts of the rule.

3. Read the *Handwriting Hints*. These are to help you write your best.

4. Write the new words. Cross out the silent letters.

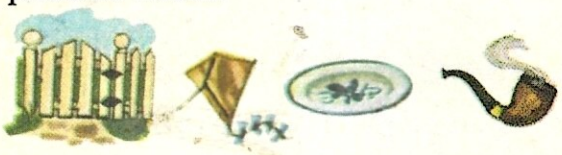


Handwriting Hints

Watch out for the tail letters. They go halfway down to the next base line. Practice these tail letters.

B Studying Your Words

1. Write the plural forms of these pictured words.



_____ _____

_____ _____

2. Write the words which are pronounced *stāt*, *wīd*, *kās*, *dīm*.

_____ _____

_____ _____

3. Write the *er* and *est* words you can make from *wide* and *safe*.

_____ _____

_____ _____

4. Write the review words with the vowel sound you hear in and .

_____ _____

5. Write the words with the vowel sound you hear in .

_____ _____

_____ _____

6. Write the four words which have in them the sound that begins .

_____ _____

_____ _____

7. Write *slave*. Change *sl* to *s*, to *br*, to *g*, to *c*, and to *w*. Write the words.

_____ _____

_____ _____

_____ _____

8. Write the spelling word for . Drop the silent vowel to spell .

_____ _____

9. Write *pipe*. Change the first *p* to *str*, to *r*, and to *w*. Write the words.

_____ _____

_____ _____

10. Write *safe*. Change the *f* to *k*, to *v*, and to *l*. Write and say the words.

_____ _____

_____ _____

C Trial Run

Dictionary Helps

The twenty-six letters in the alphabet must stand for more than forty sounds. All the vowels have more than one sound. This diacritical mark ¯ shows the long sound of vowels.

This diacritical mark always stands for the long vowel sound.

gate (gāt), *n.* Door or opening in a fence or wall.

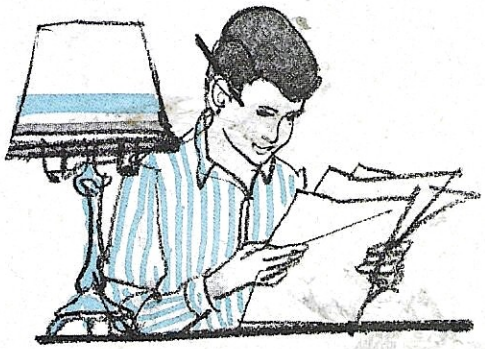
Notice that the pronunciation does not show silent letters.

kite (kīt), *n.* Light wooden frame covered with paper or cloth and flown in the air.

D Proofreading

Pete's homework was to arrange his spelling words in alphabetical order and to show the pronunciations.

Proofread his paper. Find out if a word is not in the right order. Find any spelling or pronunciation error. Write the list correctly.



1. broke (brōk)
2. case (cās)
3. dime (dim)
4. drove (drōv)
5. froaze (frōs)
6. gait (gāt)
7. kite (kit)
8. pipe (pīpe)
9. pine (pīn)
10. prize (prīs)
11. plate (plat)
12. safe (sāif)
13. size (sīs)
14. state (stāt)
15. spoke (spok)
16. slave (slāv)
17. wize (wīs)
18. wide (wīd)

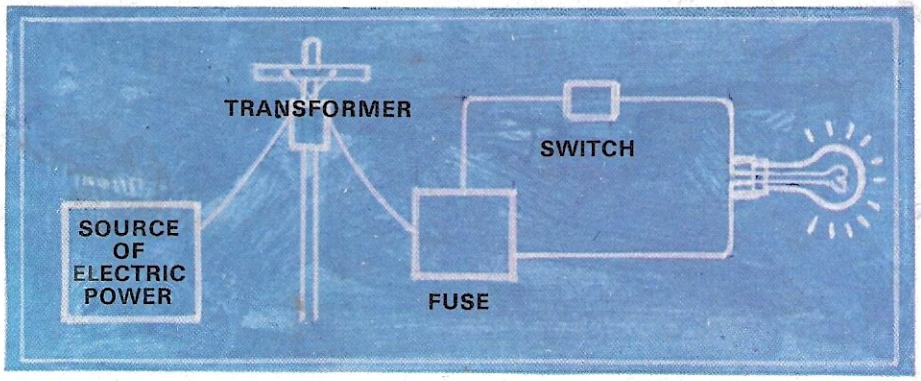
E For the Record

Stories About Words

A large group of eastern European people like the Poles and Russians are known as *Slavs*. Many years ago thousands of Slavs were captured in wars and sold as workers to other nations. *Slav* became *slave* and came to mean any person owned by another.

More Words for Good Spellers — Electricity

current
circuit
copper
conductor
filament
fuse
volts



This is a simple plan for house lighting. The __a__ flows through __b__ wires because copper is a good __c__ of electricity. The current heats the __d__ in the bulb and makes it light. To keep too much current from overloading the __e__, a __f__ is put into the circuit. Homes usually have 110 __g__ of electricity.

a _____ **b** _____

c _____

d _____ **e** _____

f _____ **g** _____

1. Write the two words with doubled consonants.

_____ _____

2. Write *bolts*. Change the *b* to *v*. Write and say the words.

_____ _____

3. Write the vowel-consonant-silent *e* word and its plural.

_____ _____

4. One of your words means "a going around." The first syllable sounds like *sir* and the second like *kit*. Write the word and its plural.

_____ _____

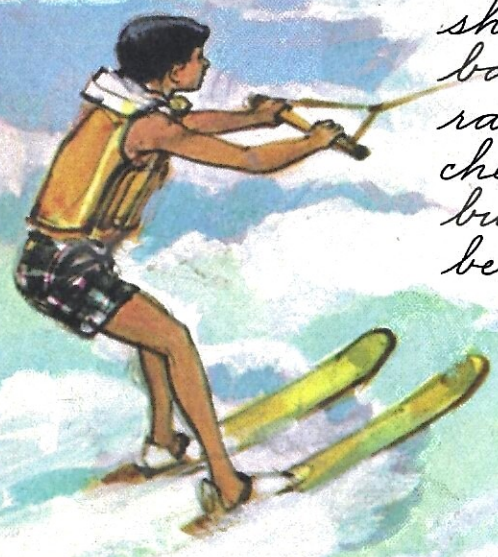
5. Write the three-syllable words. Draw lines between the syllables.

_____

_____

UNIT 4

Spelling Two-Letter Consonant Sounds



shut
rush
shade *ranch* *neither*
bang *speech* *whether*
rang *path* *whisper*
chest *bathe* • *strong*
bunch *throat* • *inch*
beach *either* • *awhile*

1. Count the consonant sounds in each word. Count the consonant letters. Which number is greater?

2. Which are the five consonant letter combinations which spell one-sound consonants?

Because we do not have enough consonant 1 in our language, we sometimes use two 2 to spell one 3. These two-letter consonants are 4, 5, 6, 7, and 8.

Randy Rulescouter

1_____

2_____

3_____ 4_____ 5_____

6_____ 7_____ 8_____

A Discovering Patterns

1. Say the words in the list. Listen for the sounds in each word.

2. Talk over the questions. Write the missing parts of the rule.

3. Write the new words. Follow the *Handwriting Hints.*

4. Circle the words with a two-letter consonant sound that is never heard at the beginning of a word.

5. Put a check after the words with a two-letter consonant sound that is never heard at the end of a word.

Handwriting Hints

Keep the loop of the *h* open and not too large. Make the hump round like the last part of the *n*. Practice these letters.

sh ch th

B Studying Your Words

1. Write the new words which end in *ch*. Add *es* to each word to spell its plural.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the one-syllable words with the same vowel sound you hear in:

a.

b.

c.

d.

a_____ _____

_____ _____

b_____ _____

_____ c_____

d_____

3. Write *shade*. Spell more words by writing *k*, *p*, and *m* for *d*. Mark the long vowels and cross out silent vowels.

_____ _____

_____ _____

4. Write *each*. Spell more words by writing *t*, *r*, *b*, *bl*, and *pr* before *each*. Mark long vowels and cross out silent vowels.

_____ _____

_____ _____

_____ _____

5. Write the five words with more than one syllable. Draw lines between the syllables in each word.

_____ _____

_____ _____

_____

6. Write *bathe*, *whether*, and *throat*. Circle the words with the voiced *th* you hear in *then*.

_____ _____

_____

7. Write *strong*. Change the vowel to make *strong* become .

_____ _____

C Trial Run

Dictionary Helps

In the front of every dictionary, there is a full pronunciation key. It shows letters and marks used to stand for all the sounds in our language. In the pronunciation key of some dictionaries, key words for some of the consonant sounds are:

ch (child)	*hw* (what)	*TH* (then)
th (thin)	*ng* (long)	*sh* (she)

In the pronunciation, the dictionary will always show the *ch* sound as *ch*, no matter how the sound is spelled.

beach (bēch), *n.* Almost flat shore over which water washes when high.

D Proofreading

This is the Room 12 bulletin board. Find the errors and re-write the notices correctly.

A bunch of us fifth grader is going to the beech to bath Saturday. Let Helen know weather you can go or not.

Mr. Brown say we banged the outside doors again when the bell rung. Walk, don't rush, out at recess.

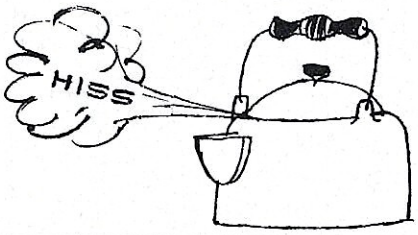
Joe Wilson has a chest cold and sore throate. Niether will keep him shut in long, he says. Ether write him a note or give him a call.

Election speaches for school mayor Friday. No wispering in the Aud!

E For the Record

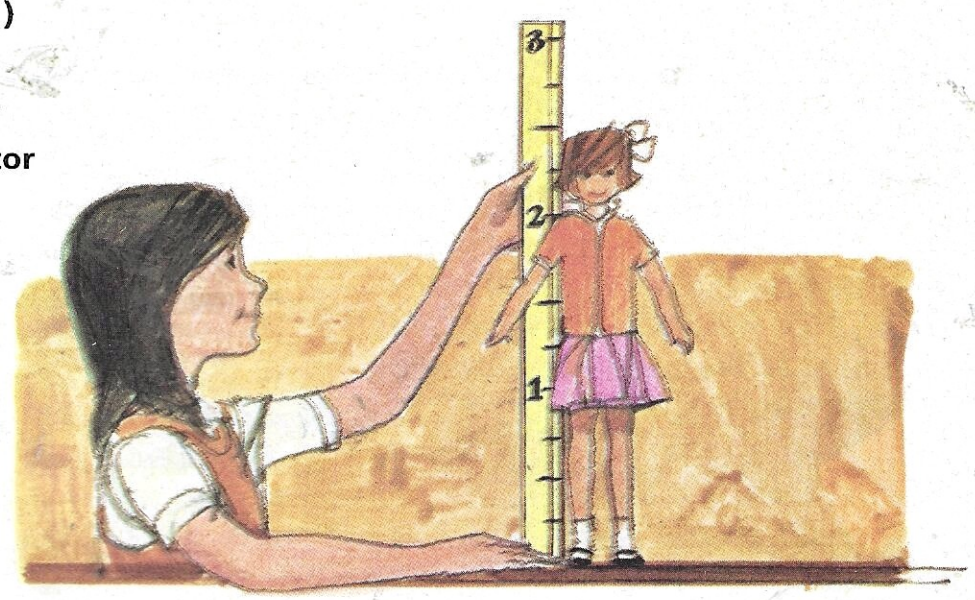
Stories About Words

We sometimes invent words to imitate the sounds of what they mean. So, we call words like *buzz* and *hiss* "echo" words. Find a good example of an echo word in your list.



More Words for Good Spellers — Mathematics

height (ht.)
fraction
numerator
denominator



You can see that the doll's __a__ is about $2\frac{1}{2}$ feet. If the girl changes this mixed number to $\frac{5}{2}$, she will have a __b__. In $\frac{5}{2}$, 5 is the __c__ and 2 is the __d__.

a _____ **b** _____

c _____

d _____

1. Write the word for *8*. Now write the word with an *h* at the beginning. Say the two words.

_____ _____

2. Write the four- and five-syllable words. Draw lines between the syllables.

_____

_____

3. Drop the *tor* in these words and add the *tion* suffix. Say the words.

_____

_____

4. The *frac* in *fraction* comes from a Latin word meaning "a breaking." Write the root with the *tion* and *ture* suffixes.

_____ _____

UNIT 5

More Vowel Spellings

shout *shower* *boil*
scout *cool* *soil*
crow *fool* *voice*
sour *noon* *point*
clown *tools* • *follow*
power *loose* • *stood*
join • *enjoy*

1. Besides the vowel sound in the *er* ending, what vowel sounds do you hear in these words which are neither long nor short?

2. What is the one long vowel sound? How is it spelled?

3. How do you spell the vowel sound you hear in ? In ? In ?

In some words we spell the $\bar{o}$ sound with the two-letter 1 combination. The vowel sound in is spelled 2 in some words and with 3 in others. The vowel sound in is spelled with 4; the vowel sound in with 5 or 6.

Randy Rulescouter

1____ 2____ 3____ 4____ 5____ 6____

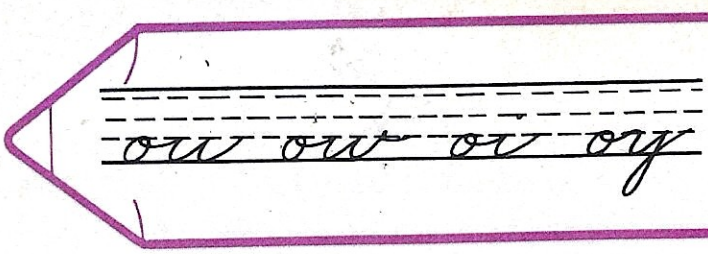
A Discovering Patterns

1. Say the words as usual. Listen carefully to the vowel sounds.

2. Talk over the questions and write the missing parts of the spelling rule.

3. Write the new words. In each word, circle the two letters which spell one vowel sound.

4. In the words with more than one syllable, mark the syllables. Use the Spelling Dictionary to help you.



Handwriting Hints

Practice writing *ou, ow, oi,* and *oy*. Close the *o* at the top and do not come back to the base line when you join the *o* to the next letter.

B Studying Your Words

1. Write the six words with the *ou* sound. In each word, circle the letters which spell this sound.

_____ _____

_____ _____

_____ _____

2. Write the five words with the *ü* sound. Circle the letters which spell the sound.

_____ _____

_____ _____

_____

3. Write the words with the vowel sound *ō*, and the word with the vowel sound *u̇*.

_____ _____

_____

4. Write *voice*. Change *v* to *ch* to spell another word. Circle the letter in each word which has the *s* sound.

_____ _____

5. Write *join* and the review word with the same vowel sound as *join*. Write the pronunciations.

_____ _____

_____ _____

6. Write the two words with *er* endings. Add *er* to *point* and *boil* to spell more words with this ending.

_____ _____

_____ _____

7. Write *crow*. Change the *cr* to *bl*, *sh*, and *thr*. Write and say the words.

_____ _____

_____ _____

8. Write *oil*. Write *b*, *s*, and *sp* before *oil* to spell other words.

_____ _____

_____ _____

C Trial Run

Dictionary Helps

The pronunciation shows this vowel sound as *ou* no matter what the spelling is.

shout (shout)
clown (kloun)
crow (krō)
boil (boil)
boy (boi)
fool (fül)
foot (fu̇t)

The pronunciation shows the *ow* spelling as *ō* when it spells the long *o* sound.

The pronunciation shows the long *oo* spelling with the *ü* symbol. The short *oo* in *foot* is shown as *u̇*.

The pronunciation shows this *oi* vowel sound as *oi*, no matter what the spelling may be.

D Proofreading

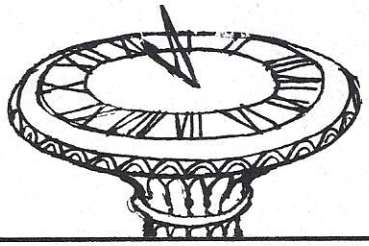
Bob wanted a list of words that rhyme with the spelling words. After each word, he wrote down the beginning consonants for the rhyming words. He made a few mistakes. Write out all the words. Put an X on those that do not rhyme.

1. shout: sc__, p__, st__, tr__
2. crow: bl__, fl__, gl__, h__
3. clown: cr__, dr__, gr__, br__
4. power: sh__, fl__, l__, t__
5. cool: f__, st__, w__, t__
6. noon: m__, s__, g__, cr__
7. loose: g__, ch__, m__, n__
8. boil: s__, t__, c__, br__
9. sour: p__, h__, fl__, t__
10. join: c__ 11. voice: ch__

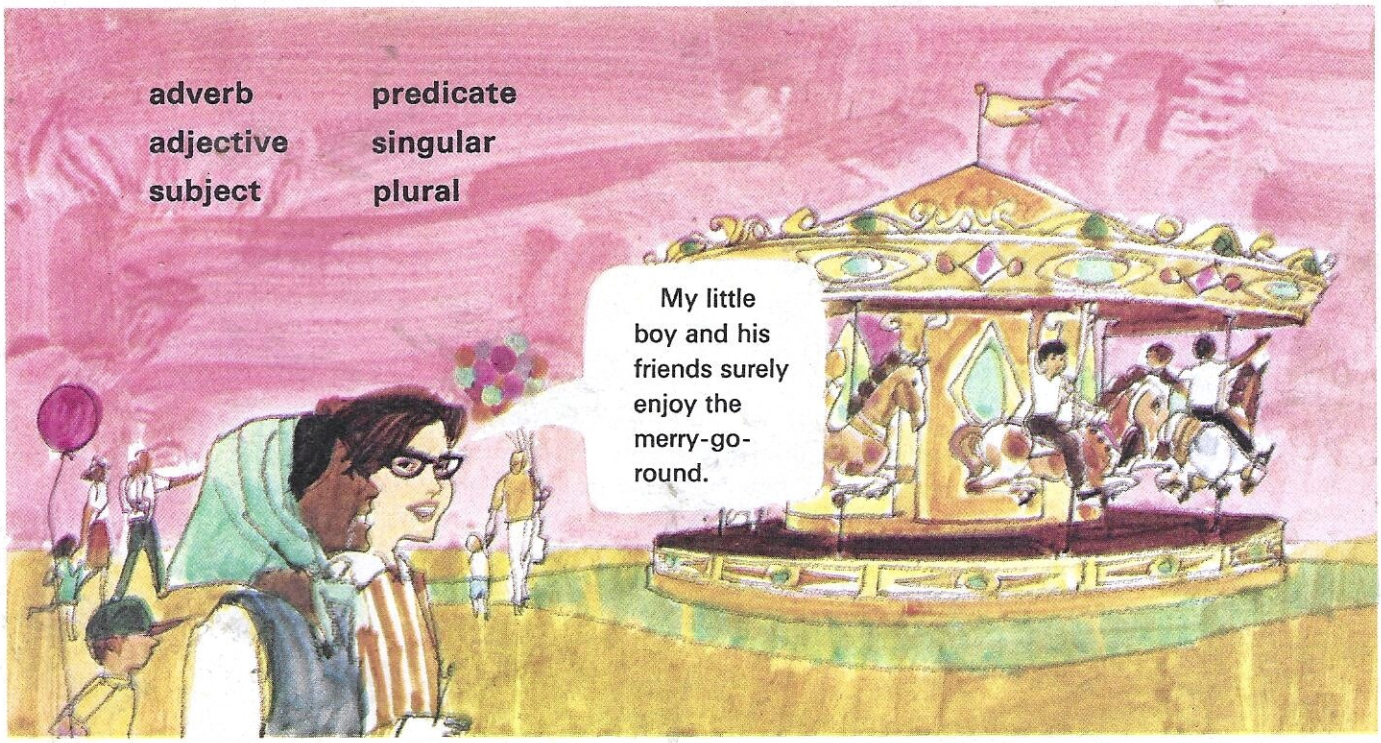
E For the Record

Stories About Words

Noon comes from the Latin word for "nine." The Romans started to count the hours of the day from sunrise. Our *noon* is really the twelfth hour because we count from midnight.



More Words for Good Spellers — Grammar



In the mother's sentence, *boy* is part of the __a__ and *enjoy* is part of the __b__. *Little* is an __c__ and *surely* is an __d__. The number of the word *boy* is __e__ and the number of the word *friends* is __f__.

a_____ b_____

c_____ d_____

e_____ f_____

1. Write *verb*. Write it again with the *ad* prefix.

_____ _____

2. Write the other word with the *ad* prefix and the one with the *sub* prefix.

_____ _____

3. Write *object*. Change *ob* to *sub*.

_____ _____

4. Write *rural*. Write it again, changing the first *r* to *pl*.

_____ _____

5. Write *predicate* and *singular* as dictionary entry words, showing spelling, syllabication, and pronunciation.

_____

_____

UNIT 6 Review

1

	felt	bump
yet	test	band
tin	tent	slid
map	flat	twins
rod	drum	pants
belt	list	stamp

Are there any silent consonants in these words? Are there any silent vowels in these words? Are the vowels you hear long vowels or short vowels?

2

	beans	
lie	peas	
leap	beads	
meal	speak	
heat	float	
nail	main	
paid	least	
oak	treat	
oats	scream	

How many vowels are there in each word? Which vowel do you hear in each word? Are the vowels you hear long vowels or short vowels?

3

	prize
pine	slave
kite	drove
dime	wise
pipe	safe
wide	froze
size	state
case	spoke
plate	gate

How are these Unit 3 words alike? How are these words like the Unit 2 words? Are the vowels you hear in these words long or short vowels?

4

	chest	path
shut	bathe	throat
rush	bunch	either
shade	beach	neither
bang	ranch	whisper
rang	speech	whether

Which two-letter consonants are in these words? How many different sounds does *th* spell in these words?

5

			tools	join
shout	clown	crow	loose	point
scout	shower	noon	fool	boil
sour	power	cool	soil	voice

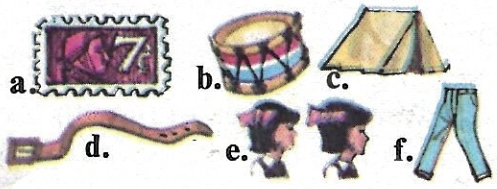
Which two-letter vowels are in these words? How many different sounds does *ow* spell in these words?

A Review Your Words

1. Make sure that you can spell the words in Units 1–5. The questions for each unit list will help you.

2. Change the first letter in each word to write a Unit 4 word: *hush, bath, reach, lunch, lathe.*

3. Write a letter for each sound to spell these words.



4. Two of the pictured words have vowel-consonant-silent *e*. Two pictured words have two vowels together. Write the words. Mark the long vowels. Cross out the silent vowels.

_____ _____

_____ _____

5. Use words from Units 4 and 5 to write the antonyms, or opposites, of these words:

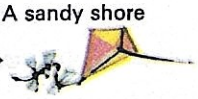
a. *tight* **b.** *sweet* **c.** *shout*
d. *whisper* **e.** *open* **f.** *warm*

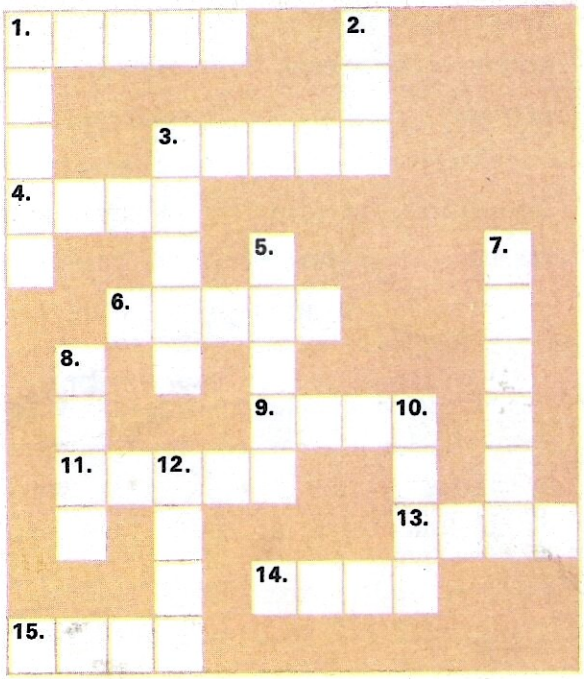
_____ _____

_____ _____

_____ _____

6. The clues will tell you which spelling word to write for each row of spaces. The arrows show in which direction the spaces go.

1.→Talk
1. ↓ Past time of *speak*
2. ↓ Something not true
3.→To take a bath
3. ↓ A sandy shore
4.→ 



5. ↓ Things fastened together
6.→Hunt around
7. ↓ To make a loud cry
8. ↓ Out of danger
9.→A bird
10. ↓ Not narrow
11.→Next after *fourth*
12. ↓ Level
13.→Ten cents
14.→
15.→Close

7. Write the words from the Unit 5 list which mean *what you speak with; the sharpened end of a pencil; funny man at the circus; implements for doing work.*

_____ _____

_____ _____

B Review More Words for Good Spellers

1. Use your Spelling Dictionary to find the meanings of the words *adverb* and *adjective*. Write *adverb* and *adjective*. Then write two adjectives you find in the last list.

_____ _____

_____ _____

2. Write the three words that end in the *ər* sounds spelled with *or*. Divide the words into syllables. Check them with your Spelling Dictionary.

_____

_____

_____

grain	coffee	current	fuse	filament	adverb
spice	tobacco	circuit	conductor	volts	adjective
citrus		copper			subject
				height (ht.)	predicate
diamond	triple	manager		fraction	singular
single	shortstop	coach		numerator	plural
double	umpire	bleachers		denominator	

3. Unscramble these words and write them. Beside each word, write *singular* or *plural* to tell whether the word names one thing or more than one thing.

cirnatof *slovt*

_____ _____

_____ _____

4. Write the words with doubled consonants.

_____ _____

_____ _____

5. Write the words with the *le* ending.

_____ _____

_____

6. Unscramble this sentence and write it correctly. Draw a line between the subject and the predicate in your sentence.

The loudly spoke umpire coach the to.

_____

_____

_____

C Review Your Dictionary Skills

1. Write the five words from the unit lists which start like *fish*. Then write the pronunciation of each word.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the words which are pronounced *kül*, *kloun*, *krō*, *bāтн*.

_____ _____

_____ _____

3. Use the correct symbol to show how we pronounce:

a. The first *e* in *neither* _____

b. The last *e* in *either* _____

c. The first *e* in *whether* _____

D Review Your Handwriting Skills

Write this sentence, using your best handwriting. Check the size and the slant of your letters.

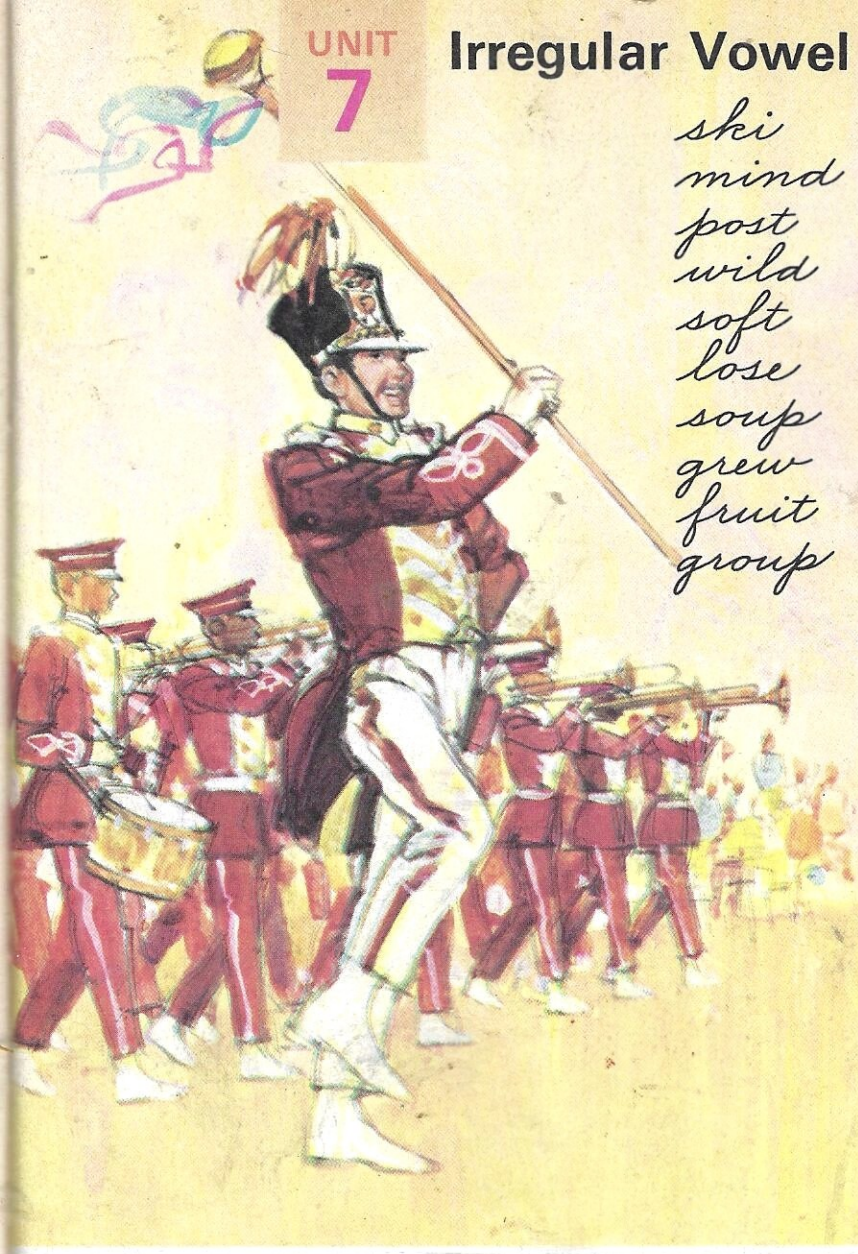
He paid at least a dime for the kite.

_____

_____

UNIT 7

Irregular Vowel Spellings



ski
mind
post
wild
soft
lose
soup
grew
fruit
group

meant
touch
screw
spread
breath

gloves
guide
• *month*
• *field*
• *earth*

1. Are the vowel sounds in the single-vowel words short?

2. Are the vowel sounds in the double-vowel words the long sounds of the first vowel letter?

3. Are the vowel sounds in the vowel - consonant - silent *e* words the long sound of the first vowel?

4. Do the *ou* and *ow* words have the *ou* vowel sound?

In some words the vowel 1 are not spelled as you expect. You must memorize such spellings.

Randy Rulescouter

1 _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

A Discovering Patterns

1. What sound do you expect the vowel to spell in *post?* What sound does it spell?

2. What sound do you expect the first vowel in *spread* to spell? Does it?

3. What sound do you expect the first vowel to spell in *glove?* Does it?

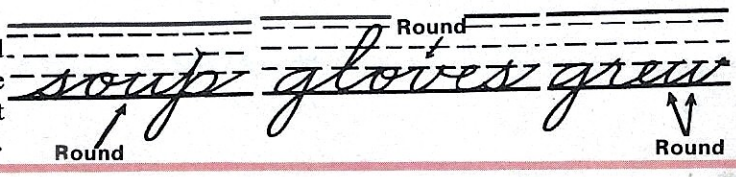
4. Talk over Randy's questions. Write the missing word for the spelling rule.

5. Read the *Handwriting Hints*.

6. Write the new words. In each word, circle the letter or letters which spell the vowel sound.

Handwriting Hints

The *v*, *u*, and *w* are rounded at the bottom. Make the hump on the *v* round. Do not let the *u*'s and *w*'s look alike.



ski	soft	fruit	screw	guide
mind	lose	group	spread	· month
post	soup	meant	breath	· field
wild	grew	touch	gloves	· earth

B Studying Your Words

1. Write *mind*, *post*, *wild*, and *soft*. Show the pronunciation of each word.

2. Write the words which have the vowel sound you hear in

3. Write the words with the *ü* sound. In each word, circle the letters which spell this sound.

4. Write the words which are pronounced *gluvz*, *munth*, *tuch*, *èrth*, *lüz*, and *gīd*. Remember each spelling.

5. Write *ski* and the review word with the same vowel sound.

6. Change the *gr* in *grew* to *bl*, *ch*, *cr*, *f*, *st*, and *thr* to spell more words. Write and say the words.

C Trial Run

Dictionary Helps

A dictionary often places at the bottom of each pair of pages a list of key words, like this:

> hat, āge, cãre, fär; let, bē, tèrm; it, īce; hot, gō, ôrder, oil, out; cup, pu̇t, rüle, ūse; child; long; thin; ŦHen; zh, measure. ə represents *a* in about, *e* in taken, *i* in April, *o* in lemon, and *u* in circus.

An understanding of these diacritical marks will help you to pronounce words correctly. Regular users of the dictionary will come to know these special pronunciation symbols and will not need to look them up.

Notice the symbol over the *o* which gives it the same sound as the *o* in the key word *order*.

soft (sôft)

D Proofreading

Fred forgot to proofread his spelling test. Find his mistakes and rewrite the sentences correctly.

1. We held our breathe four fear we would loose the race.
2. The wild animal did not mind when our guide touch it softly.
3. A group of us ment too ski before the snow grow to soft.
4. We scrued a board to a post and spred out our lunch of soup and fruit.

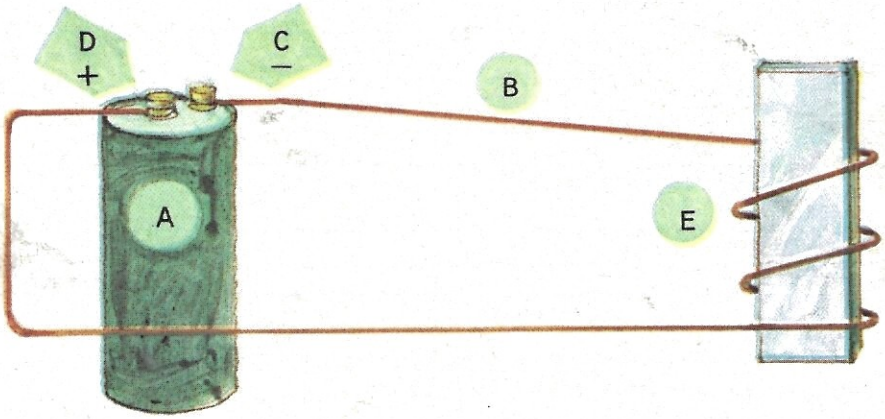
E For the Record

Stories About Words

A *g* can spell the sound that starts *goat* or the *j* sound, as in *gentle*. Long ago, French writers changed English spellings like *gess* and *gard* to *guess* and *guard*. They put the *u* in to show that the *g* was to spell the hard *g* and not the *j* sound. Find an example in your list.

More Words for Good Spellers — Electromagnets

cell
battery
positive
negative
insulate
electromagnet



A is a dry __a__. The copper wire *B* is tied to the __b__ pole *C*. If you touch the wire *B* to *D*, the __c__ pole of the __d__ *A*, you will complete the circuit. Then the electric current will flow and make the steel bar *E* an __e__. Copper wire has a covering to __f__ it so that you will not get a shock.

a _____ **b** _____

c _____ **d** _____

e _____

f _____

1. Write *sell*. Write its homonym.

_____ _____

2. Write *elect*. Write *magnet*. Write the two letters that come between the two as you write *electromagnet*.

_____ _____

_____

3. The *ive* ending is often used to form adjectives. Write the two words with the *ive* ending.

_____ _____

4. Write *insulate*. Change it to an *ing* word. Write *insulate* again with the *or* ending. Write *insulate* in the past tense.

_____ _____

_____ _____

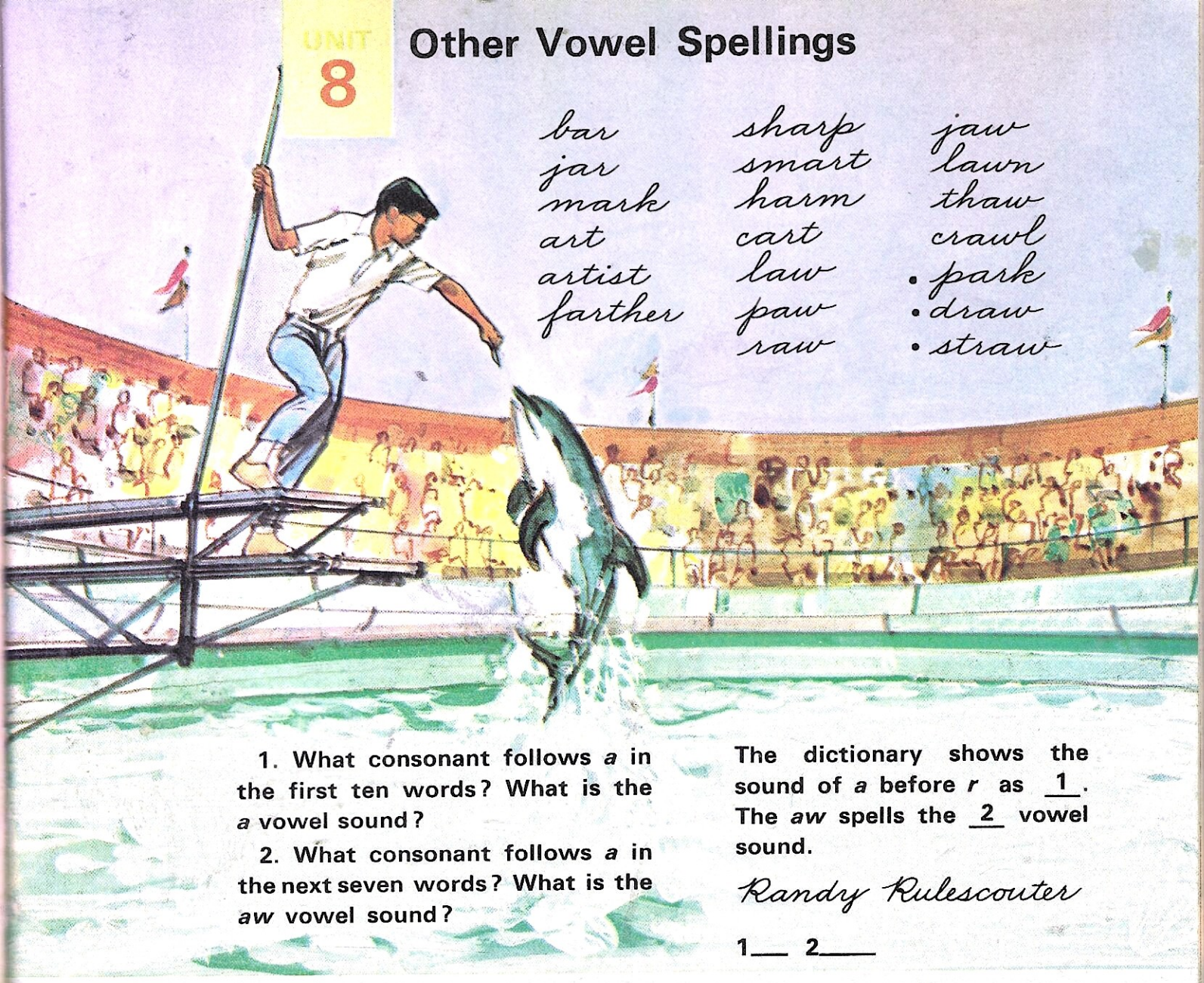
5. Write *bat*. Write it as an *ing* word. Write it with the *ery* suffix. What is done to the *t* when you add suffixes to words like *bat?*

_____ _____

_____ _____

UNIT 8

Other Vowel Spellings



bar	sharp	jaw
jar	smart	lawn
mark	harm	thaw
art	cart	crawl
artist	law	• park
farther	paw	• draw
	raw	• straw

1. What consonant follows *a* in the first ten words? What is the *a* vowel sound?

2. What consonant follows *a* in the next seven words? What is the *aw* vowel sound?

The dictionary shows the sound of *a* before *r* as __1__. The *aw* spells the __2__ vowel sound.

Randy Rulescouter

1___ 2___

_____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

A Discovering Patterns

1. Say the words in the list. Look carefully at the words as you listen for the vowel sounds.

2. Talk over Randy Rulescouter's questions. Write the missing parts of the spelling rule.

3. Read the *Handwriting Hints*.

4. Write the new words. Circle the letters which spell either the *ô* sound or the *ä* sound.

5. Mark the syllables in the two-syllable words.

Handwriting Hints

Practice writing *ar* and *aw*. Close your *a*'s at the top and come back to the base line. Do not let your *a*'s and *o*'s look alike.

Points

ar aw bar crawl

Round

bar	artist	harm	raw	crawl
jar	farther	cart	jaw	• park
mark	sharp	law	lawn	• draw
art	smart	paw	thaw	• straw

B Studying Your Words

1. Write the words that are pronounced *lô*, *lôn*, *krôl*, and *jär*.

_____ _____

_____ _____

2. Write the review words with the same vowel sound in them as .

_____ _____

3. Write the words from the list which have these meanings:

a. Painter of pictures _____

b. To melt _____

c. Opposite of *dull* _____

d. Small wagon _____

e. Opposite of *nearer* _____

4. Write *arm*. Make more words by writing *ch*, *w*, and *h* before this word. Circle the word that is in the spelling list. Say the words you wrote.

_____ _____

_____ _____

5. Write the seven three-letter words. Put a check after the words in which you hear only two sounds.

_____ _____

_____ _____

_____ _____

_____

6. Write the word from each pair that comes first in the dictionary.

a. *jaw — jar* _____

b. *cart — crawl* _____

c. *smart — sharp* _____

d. *art — artist* _____

e. *park — paw* _____

7. Write *art*. Make more words by writing *p*, *st*, and *ch* before *art*.

_____ _____

_____ _____

C Trial Run

Dictionary Helps

The pronunciation shows the sound of this *a* before *r* as *ä*, as in the key word *far*.

harm (härm), *n.* Hurt; damage.

The *ô* sound is spelled in different ways, often *aw*, as in *lawn*. The pronunciation shows the sound as *ô*, no matter what the spelling is.

lawn (lôn), *n.* Piece of land covered with grass kept closely cut.

D Proofreading

Judy wrote these sentences to show the dictionary pronunciation of each word. Write the sentences, spelling out the words and putting in capital letters and all punctuation marks.

1. our smärt ōld kat brōk ŦHə jär and ran ôf with ə kan'dē bär in hėr jôz.

2. fä'ŦHər yeld tėrn ŦHə kärt shärp'lē sō ū wōnt härm ŦHə lôn

3. an är'tist mā drô hiz märk on hiz wėrk uv ärt

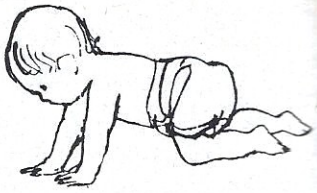
4. ŦHə man sed boiz it iz ə genst' ŦHə lô tü gō fär'ŦHər in'tü ŦHə pärk

5. spot krôld in'tü ŦHə strô un til' hiz rô wet pôz thôd out

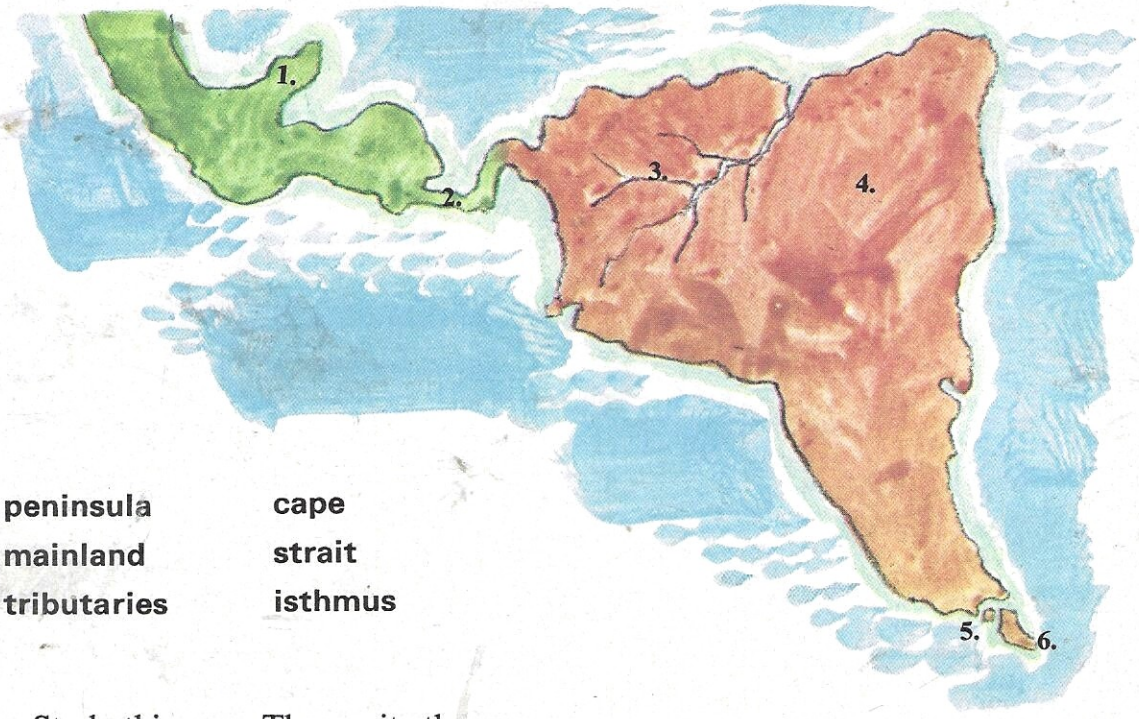
E For the Record

Stories About Words

We get our word *crawl* from the Old English word *crabba*, for *crab*. When we *crawl*, we move slowly with our bodies close to the ground, like a crab.



More Words for Good Spellers — Land and Water



peninsula	**cape**
mainland	**strait**
tributaries	**isthmus**

Study this map. Then write the name of each numbered part after its number.

_____ _____

_____ _____

_____ _____

1. Write the one-syllable words. Cross out the silent vowel in each word.

_____ _____

2. Write *tributary* and its plural. Draw lines between the syllables.

_____

_____

3. Write *peninsula* and draw lines between the syllables.

_____

4. Write *gain*. Write new words with *m*, *r*, and *ch* in place of *g*. Write the compound word with the *ai* spelling.

_____ _____

_____ _____

_____

5. Show the pronunciation of *isthmus*. Write *isthmus* and circle the silent letters.

_____ _____

UNIT 9

Vowels Before r

term	earn	tore	sport
serve	worse	cord	chores
sir	nor	sort	north
stir	form	horn	world
curl	wore	fork	burn

1. What is the vowel sound in the first seven words? How many different spellings are there for this sound?

2. What is the vowel sound in the next ten words? What consonant follows the vowel in each case?

In different words, we spell the vowel sound we hear in *her* with 1, 2, 3, 4, and 5. The long *o* sound becomes 6 before *r*.

Randy Rulescouter

1_____ 2_____ 3_____

4_____ 5_____ 6_____

A Discovering Patterns

1. Look at the words in the list. Which letter follows the first vowel in each word?

2. Say the words slowly. Listen carefully to the vowel sounds.

3. Talk over Randy Rulescouter's questions. Write the missing parts of the spelling rule.

4. Read the *Handwriting Hints*.

5. Write the new words. In each word, underline the letter or letters which spell the vowel sound.

Handwriting Hints

Watch your *e*'s and *i*'s. Make the *e* with a small loop. Finish writing the word before you dot the *i* in the word. Practice writing the words with *e*'s and *i*'s.

serve term

sir stir

term	curl	form	sort	chores
serve	earn	wore	horn	• north
sir	worse	tore	fork	• world
stir	nor	cord	sport	• burn

B Studying Your Words

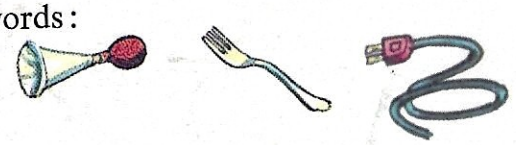
1. Write the new words with the *ėr* sound. Circle the letters which spell this sound.

_____ _____

_____ _____ _____

_____ _____

2. Write the plural forms of these words:



_____ _____ _____

3. Write the last new word and the review words in alphabetical order. Number the words.

_____ _____

_____ _____

4. We add *ed* to many words to show past time. But in some words we change the vowel sound instead of adding *ed*. Write the spelling words that show the past time of *wear* and *tear*.

_____ _____

5. Add *ed* to *burn*, *curl*, *form*, *sort*, and *earn* to show past time.

_____ _____

_____ _____

_____

6. Write *nor* and *sport*. Write *f* for *n* in *nor* and write *f* for *sp* in *sport*. Say the words.

_____ _____

_____ _____

C Trial Run

Dictionary Helps

At the top of every page in the dictionary, you will find guide words in large print. All the words that come between the guide words in an alphabetical list can be found on that page. To save time, learn to use the guide words.

The *ėr* sound in *term* is shown *ėr* in the pronunciation even though the spelling is *ea* (earn), *u* (curl), *i* (sir), or *e* (term).

earn (ėrn)
curl (kėrl)
sir (sėr)
stir (stėr)
term (tėrm)

Words in alphabetical order are arranged according to their first letters. If two or more words begin with the same letter, the second letters are used. If the second letters are the same, the third letters are used, etc.

D Proofreading

Alice wrote these sentences without punctuation. Proofread her paper. Find the places that need quotation marks, commas, periods, question marks, capital letters, and corrected spellings. Rewrite the sentences correctly.

1. sir cried mr smith did i not ern the right to serve a term as mayor
2. i looked werse when i wore my hair in curls cried jane
3. miss white said when the horn blows farm a line and do your chores
4. you toar my lamp cord cried tom you are a poor sort of sport fred
5. john shouted mary do not ster your tea with your fork

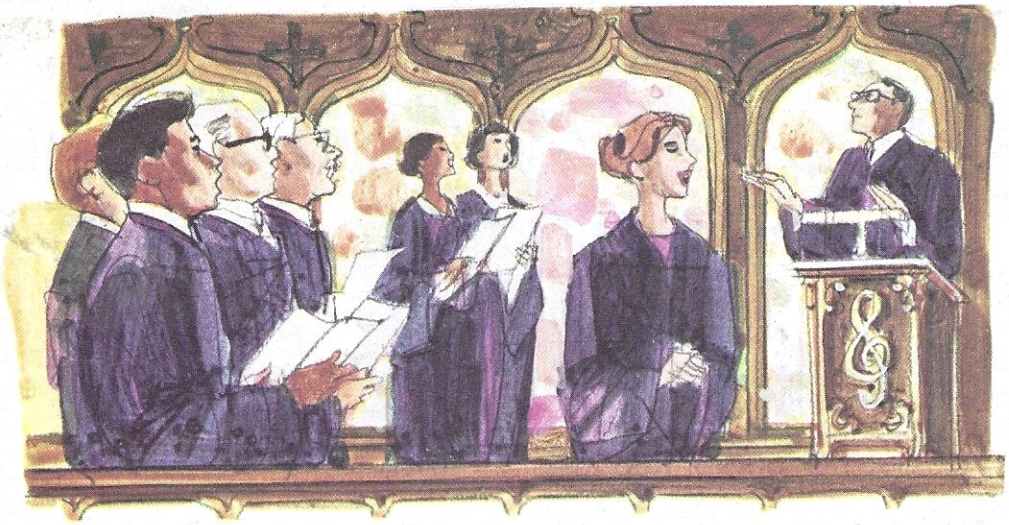
E For the Record

Stories About Words

In England, *sir* was used as a title before the given name of a knight, as *Sir* Lancelot. Another form of the word was *sire*, which meant "father." Still another form was *sirrah*, which was often used in anger against the person so addressed. We now use *sir* as a form of address in speaking, or, especially, in a business letter.

More Words for Good Spellers — Music

choir
chorus
solo
alto
treble
clef
hymn
bass
soprano



This __a__ is singing a church song, or __b__. When singing together, they form a __c__. One singer alone sings a __d__. The women's voices are classed as high, or __e__, and low, or __f__. The men's low voices are called __g__.

The sign on the director's stand is the __h__ __i__.

a _____ b _____

c _____ d _____

e _____

f _____ g _____

h _____ i _____

1. In words from Greek, the *ch* spells the *k* sound. Write the words in which *ch* spells the *k* sound.

_____ _____

2. Write the *le* word and show its pronunciation.

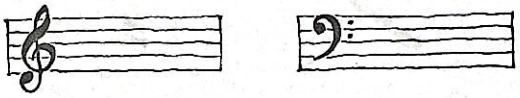
_____ _____

3. Write *base* and *him*. Write the homonyms of these words.

_____ _____

_____ _____

4. Write the meaning for each of these music signs.



_____

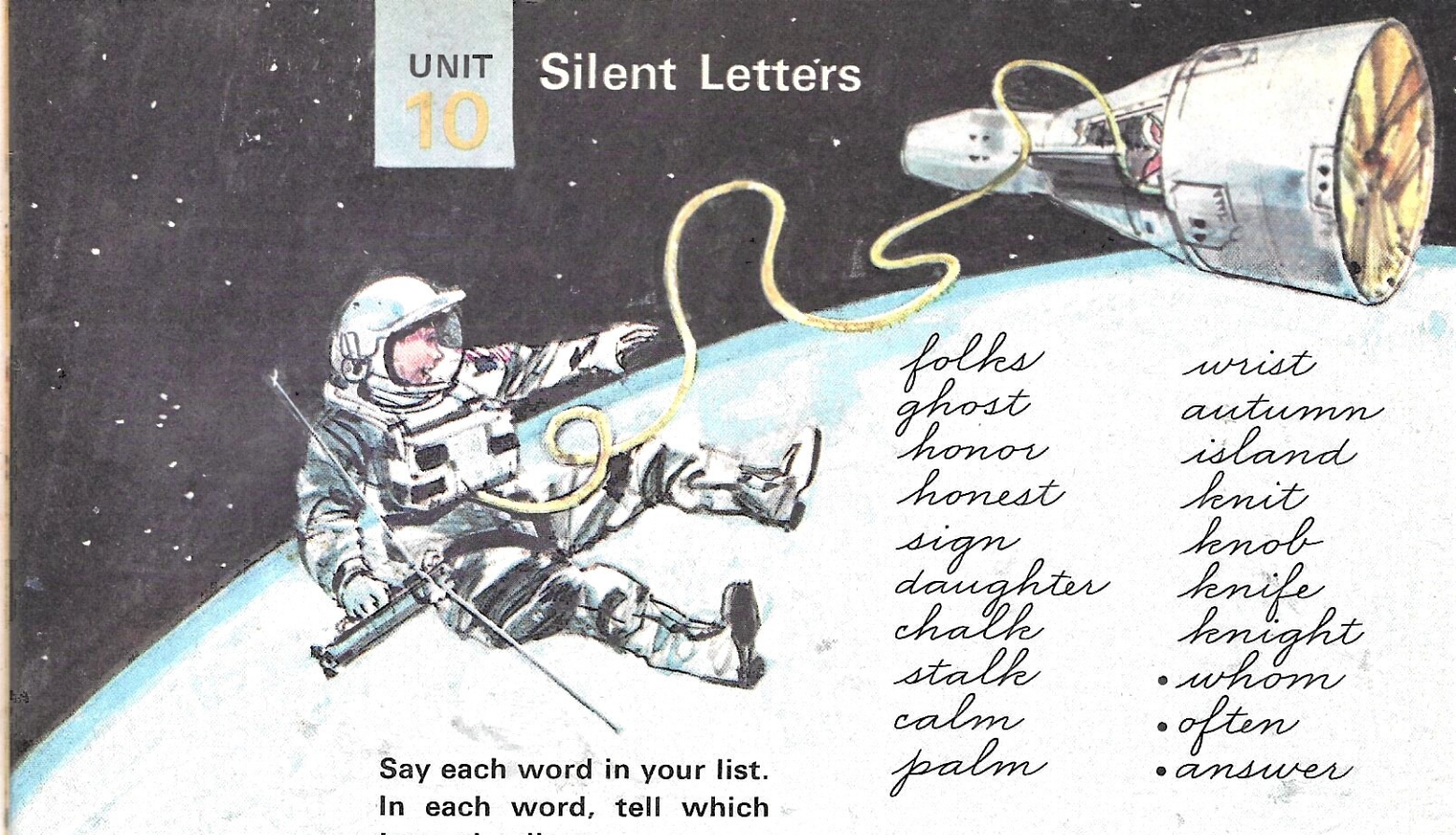
_____

5. Write the three words ending in *o*. Draw lines between the syllables.

_____ _____

_____

UNIT 10 Silent Letters



folks	wrist
ghost	autumn
honor	island
honest	knit
sign	knob
daughter	knife
chalk	knight
stalk	• whom
calm	• often
palm	• answer

Say each word in your list. In each word, tell which letter is silent.

Some common silent letter combinations are: *g* before _1_, *w* before _2_, *n* after _3_, *k* before _4_, *l* before _5_, and the two-letter combination _6_.

Randy Rulescouter

1___ 2___ 3_____

4___ 5_____ 6_____

A Discovering Patterns

1. Follow Randy Rulescouter's directions.

2. Look carefully at the words in the list to help you write the missing parts of the spelling rule.

3. Watch the *m*'s and *n*'s when you write the words.

4. Write the new words. Say each word softly as you write it. Underline the silent letter or letters in the word.

Handwriting Hints

Stay on the base line when you write *m* and *n*. Keep the humps round and even. Write these words. Be careful not to run the *m* and *n* together in *autumn*.

autumn calm

folks	sign	calm	island	knight
ghost	daughter	palm	knit	• whom
honor	chalk	wrist	knob	• often
honest	stalk	autumn	knife	• answer

B Studying Your Words

Write the new and review words that fit these statements.

1. When words begin with *wr*, *w* is silent.

_____

2. When words begin with *wh*, the *w* is sometimes silent.

_____

3. When *g* comes before *n* in the same syllable, the *g* is silent.

_____

4. When words end in *lk* or *lks*, the *l* is usually silent.

_____ _____

_____

5. When a word begins with *gh*, the *h* is silent.

_____

6. When *h* begins a word, it is sometimes silent.

_____ _____

7. In words like *isle*, *s* is silent.

_____

8. When a word begins with *kn*, the *k* is silent.

_____ _____

_____ _____

9. Often *gh* is silent inside a word.

_____ _____

10. The *n* is silent in *mn* at the end of a word.

_____

11. When words end in *lm*, *l* is silent.

_____ _____

12. In words like *soften*, *t* is silent.

_____

13. In some words, *w* is silent after *s*.

_____

C Trial Run

Dictionary Helps

Dictionary pronunciations show sounds, not spellings. Silent letters are not shown.

au·tumn (ô′təm), *n.* Season of the year between summer and winter.

folk (fōk), *n.* **1.** People. **2.** Relatives. *pl.* **folk** or **folks.**

is·land (ī′lənd), *n.* **1.** Piece of land surrounded by water. **2.** Something that suggests a piece of land surrounded by water.

wrist (rist), *n.* Joint connecting hand and arm.

D Proofreading

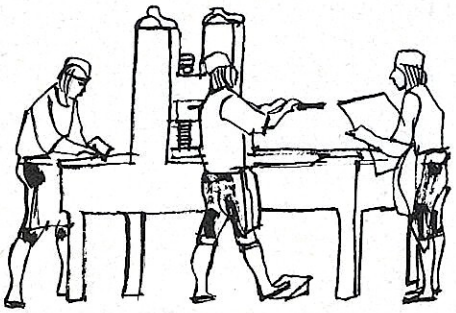
Roger made this list of words with silent letters, but he made some mistakes. Proofread his list and find the errors. Write a correct list, adding as many examples as you can.

1. (l)k *folks, chalk, stalk*
2. (g)h *ghost, ghastly, ghallop*
3. (h) *honor, honest, human*
4. (g)n *sign, gnat, signet*
5. (gh) *fought, rough, tight*
6. (l)m *calm, palm, film*
7. (w)r *wrist, wrap, wreck*
8. (m)n *dumn, hymn, condemn*
9. (k)n *knit, knob, knight*

E For the Record

Stories About Words

When William Caxton, the first English printer, opened his shop in London, he had to hire Dutch printers who knew the trade. They did not know English spelling, so they spelled some sounds as the Dutch did. One of these Dutch spellings was *gh* for the hard *g* sound. We have kept some of these Dutch spellings in words like *ghost*.



More Words for Good Spellers — Broadcasting

radio	**television**
serial	**telecast**
comedy	**channel**
mystery	**commercial**
broadcast	

This man is listening to a baseball __a__ on his __b__. He is watching a __c__ on his __d__ set, but he can switch to another __e__ and see a funny show, or __f__.

If he likes detective stories, he may watch the __g__ of a __h__. If he watches regularly, he may follow a __i__ every week.

a _____ **b** _____

c _____

d _____ **e** _____

f _____ **g** _____

h _____ **i** _____

1. Write the words with doubled consonants.

_____

_____

2. *Cereal* is a grain. Write *cereal* and its homonym from the list.

_____ _____

3. Write the singular and plural forms of *radio*.

_____ _____

4. *Tele* is from Greek and means "far." Write the words that mean "far see" and "far throw."

_____

_____

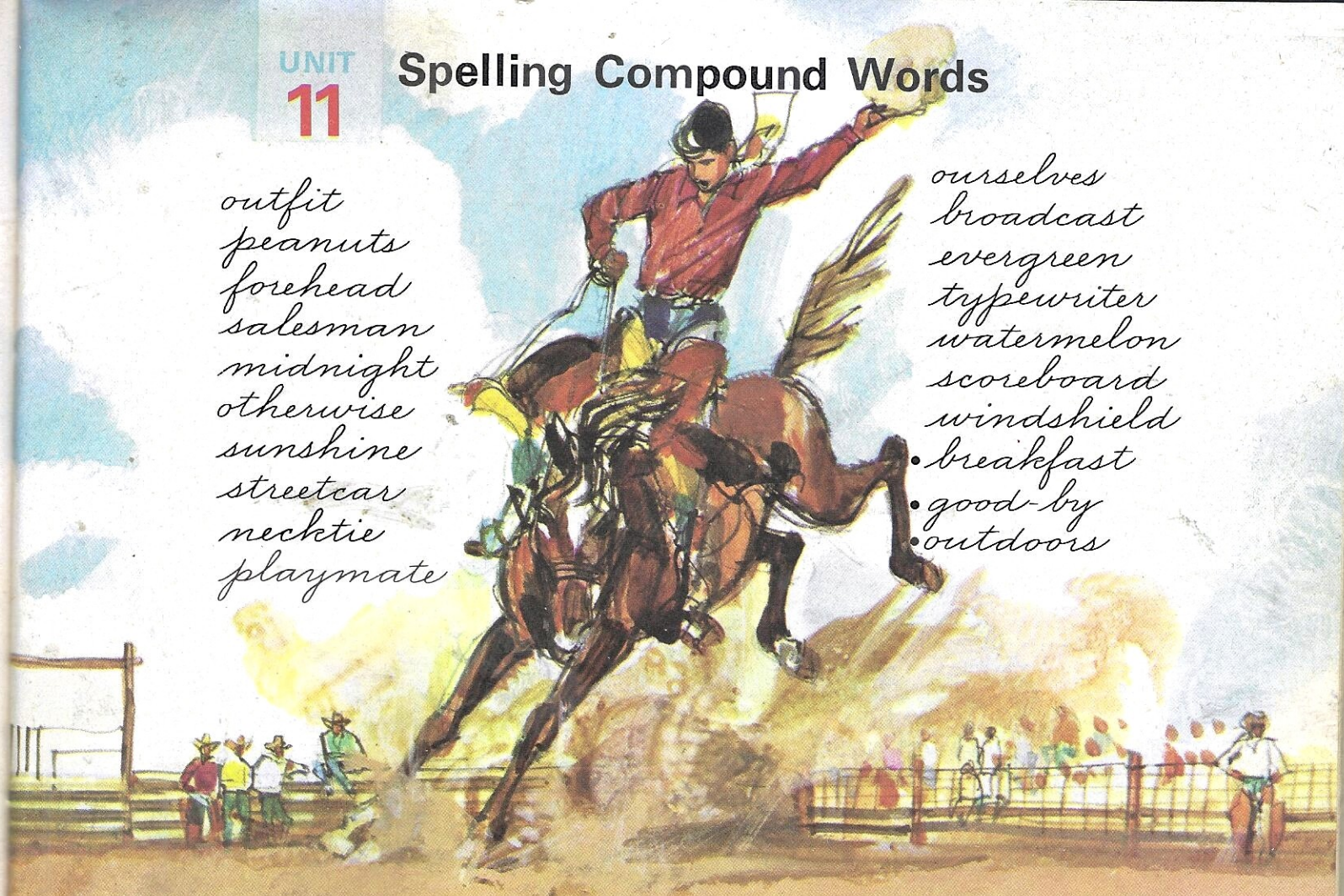
5. Write *mystery* and *comedy* by syllables. Show their pronunciations as the Spelling Dictionary does.

_____ _____

_____ _____

UNIT 11

Spelling Compound Words



outfit
peanuts
forehead
salesman
midnight
otherwise
sunshine
streetcar
necktie
playmate

ourselves
broadcast
evergreen
typewriter
watermelon
scoreboard
windshield
• *breakfast*
• *good-by*
• *outdoors*

1. How many little words are in each word in your list?
2. What is an easy way to spell these compound words?

1_____ 2_____

When we put words together, we call the new word a _1_. These are easier to spell if we spell each small _2_ separately.

Randy Rulescouter

	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Say the words in the unit list.
2. Talk over Randy Rulescouter's questions.
3. Write the words for the rule.
4. Read the *Handwriting Hints*.
5. Write the new words. In each word, draw a line between the short words which form the compound word.

Handwriting Hints

Write each loop letter the same size and each smallest size letter the same size. Write these words and compare your writing with the sample.

sunshine

otherwise

outfit	forehead	sunshine	evergreen	windshield
peanuts	salesman	streetcar	typewriter	• breakfast
necktie	midnight	ourselves	watermelon	• good-by
playmate	otherwise	broadcast	scoreboard	• outdoors

B Studying Your Words

1. Write the compound words that end with *car*, *melon*, *green*, *writer*, *mate*, *cast*, *man*, *board*, and *by*.

2. Make compound words out of these words by using the one in special type before or after the others.

a. *wind*, shield, mill

b. *selves*, them, our

c. *out*, doors, fit

d. *neck*, lace, tie

e. *night*, good, mid

f. *sun*, rise, shine

3. Write the words which mean:

a. In a different way
b. Nutlike seeds in a shell
c. The first meal of the day
d. Upper part of the face

C Trial Run

Dictionary Helps

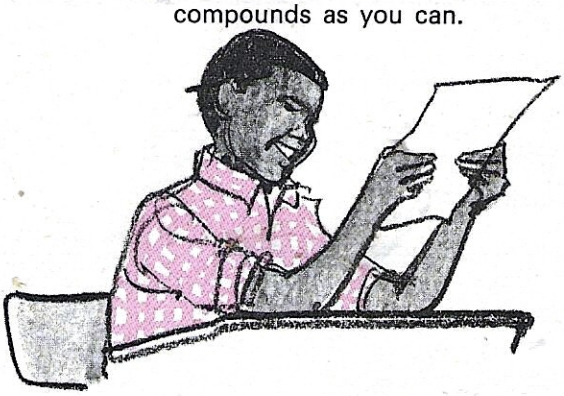
Spaces between syllables show where to divide a word. When words have more than one syllable, one syllable usually gets more stress in its pronunciation than do the others. The dictionary shows this stress with an accent mark. If a word has two accents, the heavy one is called the *primary* accent and the light one is called the *secondary* accent.

Primary accent — Secondary accent

play·mate (plā′māt′), *n.* One who plays with another.

D Proofreading

James listed other compounds like these twelve from his spelling list. Proofread his spellings and find the errors. Rewrite the list correctly, adding as many more compounds as you can.

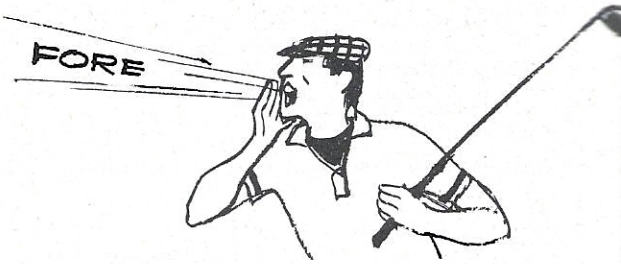


1. forehead: forarm, forecast
2. watermelon: waterfoul, waterproof
3. necktie: necklace, neckpeice
4. salesman: salesclerk, salesgril
5. midnight: midday, midshipman
6. outfit: outlaw, outright, outwerd
7. sunshine: sunbeem, sunbern
8. playmate: playground, playhous
9. peanut: wallnut, coconut
10. scoreboard: skateboard, cardboard
11. windshield: windlass, windmill
12. broadcast: telecast, overcast

E For the Record

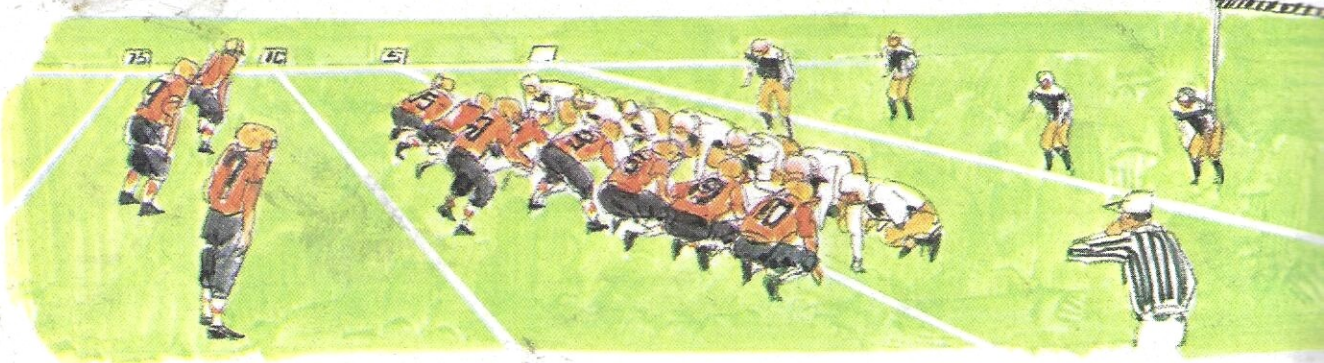
Stories About Words

Forehead, pronounced *fôr'id* or *fôr'hed*, is a compound formed by joining *fore* and *head*. *Fore* is a short form of *before*, so your *forehead* is really your "beforehead." We also use *fore* as a part of *forearm*, *forecast*, *forefinger*, *foreman*, *foretell*, *etc.*



More Words for Good Spellers — Football

football **gridiron** **referee** **tackle** **punt**
halfback **linebacker** **quarterback** **touchdown**



This __a__ field is called a __b__. After the __c__ blows the whistle, the __d__ will get the ball from the center and may give the ball to one of the two __e__. The other team's linemen and __f__ will try to __g__ the ball carrier to prevent a __h__. A team will usually __i__ on fourth down if they haven't gained ten yards.

a_____ b_____ e_____ f_____

c_____ g_____ h_____

d_____ i_____

1. Six of your football words are compounds, or "put-together" words. Write them and draw lines between the two parts of the compound.

_____ _____

_____

_____

_____

_____

2. Write the *le* word. Write it as an *ing* word.

_____ _____

3. Write *hunt*. Change the *h* to *b*, *p*, and *st*. Say the words.

_____ _____

_____ _____

4. Write *refer*. Write it again and add *ee*. Say the words.

_____ _____

5. Write the three-syllable words. Draw lines between the syllables.

_____

_____

UNIT 12 Review

7

	screw	spread
post	grew	meant
wild	fruit	breath
soft	lose	gloves
mind	group	touch
ski	soup	guide

What is unexpected about the spelling of these one-vowel words? These words with two vowels together? These words with vowel-consonant-silent *e*?

8

	art	farther	jaw
bar	artist	sharp	law
jar	smart	cart	lawn
mark	harm	paw	crawl
		raw	thaw

In these words:
Which letter follows each vowel with the *ä* sound?
Which two letters spell the *ô* sound?

9

	stir	form	horn
term	curl	wore	fork
serve	earn	tore	nor
sir	worse	cord	sport
		sort	chores

In these words:
Which consonant follows each sounded vowel?
In what five ways is the *èr* sound spelled?

10

	island	knit
folks	calm	knob
ghost	palm	knife
honor	chalk	knight
honest	wrist	autumn
sign	stalk	daughter

In each word:
Do you hear a sound for every consonant letter you see?

11

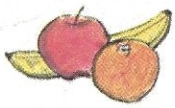
	sunshine	evergreen
outfit	streetcar	watermelon
playmate	ourselves	scoreboard
peanuts	broadcast	windshield
necktie	salesman	typewriter
forehead	midnight	otherwise

How many words are "put together" to make each word in the list?

A Review Your Words

1. Answer the questions for each word list. This will help you study the words in Units 7–11.

2. Write the word for each picture.



_____ _____

3. These compounds have their parts scrambled. Rewrite them correctly.

midcast	*typehead*
foreselves	*waternight*
broadmelon	*ourwriter*

_____ _____

_____ _____

_____ _____

4. Write the Unit 7 words with the vowel sound in . Circle the letters which spell this sound.

_____ _____

_____

5. Write all the words which have in them the sound that starts or . Circle the two compound words.

_____ _____

_____ _____

_____ _____

6. Write these words pictured here. Circle the letters which spell the *ô* sound. Underline the vowel which spells the *ä* sound.

_____ _____

_____ _____

7. Write a Unit 10 word for each row of spaces. The clues below will tell you which word belongs in each row.

1.					
2.					
3.					
4.					
5.					

1. A word with silent *h* and *ō*
2. A word with silent *l* and *ō*
3. A word with silent *k* and silent *e*
4. A word with silent *h* and two different vowel letters
5. A word with silent *w* and one short vowel sound

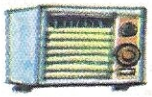
8. Write the word in the blue spaces in Exercise 7. Circle the vowel with the same sound as the vowel in .

_____

B Review More Words for Good Spellers

cell	**negative**	**choir**	**radio**	**football**
battery	**insulate**	**chorus**	**serial**	**halfback**
positive	**electromagnet**	**solo**	**comedy**	**gridiron**
		alto	**mystery**	**linebacker**
		soprano	**broadcast**	**punt**
		treble	**television**	**referee**
cape	**isthmus**	**clef**	**telecast**	**quarterback**
peninsula	**mainland**	**hymn**	**channel**	**tackle**
strait	**tributaries**	**bass**	**commercial**	**touchdown**

1. Write the word for each of these pictures.



_____

_____ _____

2. Write the eight compound, or "put-together," words in these lists.

_____ _____

_____ _____

_____ _____

_____

_____

3. Write the words with:

a. Silent *n* **b.** Silent *th*

_____ _____

4. Write the words which are homonyms of *sell*, *him*, *cereal*, and *base*. Circle the word which has three syllables in it.

_____ _____

_____ _____

5. Write the words which end with the sound of *ō*. Circle the words with more than two sounded vowels.

_____ _____

_____ _____

C Review Your Dictionary Skills

1. Write all the two-syllable words in Units 7–10. Beside each word, write its pronunciation, showing the diacritical marks and the accent marks.

_____ _____

_____ _____

_____ _____

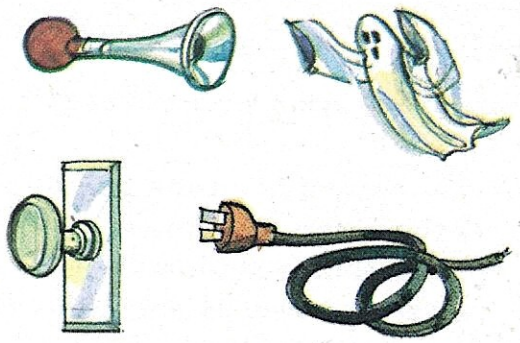
_____ _____

_____ _____

_____ _____

_____ _____

2. Say the words these pictures suggest. What is the vowel sound you hear? For each word, write the correct symbol for the sounded vowel. Check your work with the Spelling Dictionary.



_____ _____

_____ _____

3. Write the compound words with more than two syllables. Divide the words into syllables. Show the primary and secondary accent marks.

_____

_____

_____ _____

D Review Your Handwriting Skills

1. Write these words. Do not make your *a*'s and *o*'s so they look alike.

broadcast *forehead*

_____

_____

2. Write these words. Watch out for the *e*'s and *i*'s.

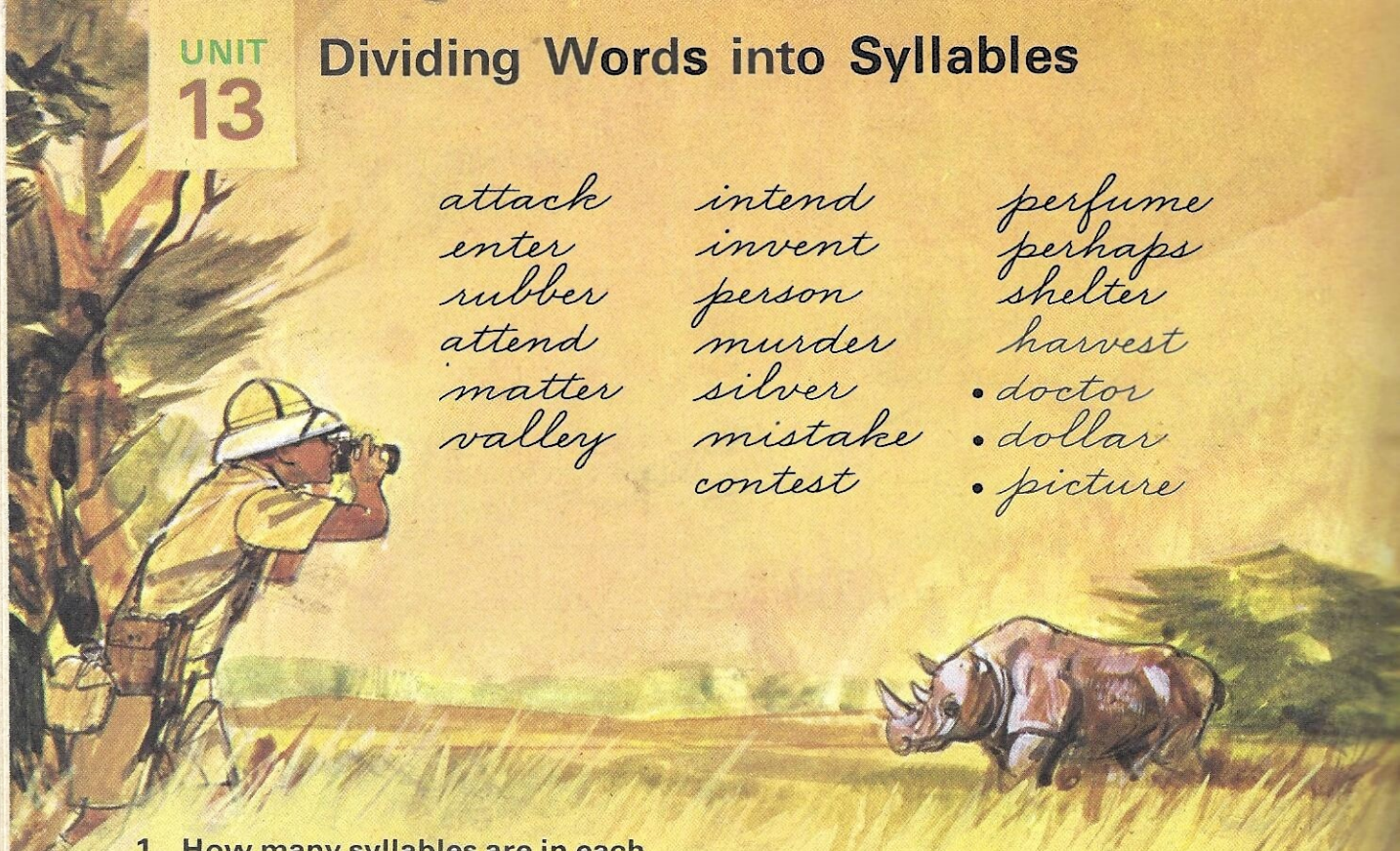
otherwise *windshield*

_____

_____

UNIT 13

Dividing Words into Syllables



attack
enter
rubber
attend
matter
valley

intend
invent
person
murder
silver
mistake
contest

- *doctor*
- *dollar*
- *picture*

1. How many syllables are in each word?

2. Write the words on the board and mark the letters *v* for vowel and *c* for consonant in each word. What is the pattern of vowels and consonants in each word?

3. Divide the words between the consonants. Say and write each syllable as if it were a small word

Two-syllable words often have a vowel-consonant pattern of 1, 2, 3, 4. We divide these words between the 5.

Randy Rulescouter

1_____ 2_____

3_____ 4_____

5_____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

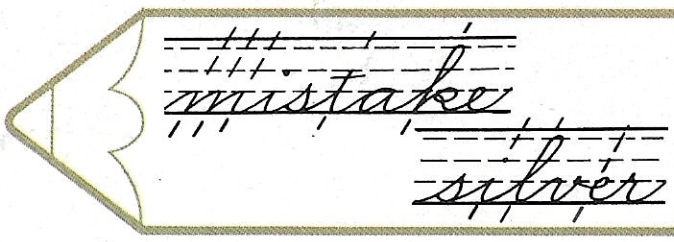
A Discovering Patterns

1. Pronounce the words in the list. As you say the words, see if you can tell where each syllable ends.

2. Talk over Randy's questions and follow his directions.

3. Write the missing parts of the spelling rule.

4. Read the *Handwriting Hints* and write the new words. Divide each word into syllables.



Handwriting Hints

Write your words. Lay your ruler through each letter and draw dotted lines to show the slant. If the slant is not always the same, rewrite the words until they slant like the samples.

B Studying Your Words

1. Write the six words with doubled consonants. In each word, mark the *v c c v* pattern over four letters which make the pattern. Draw a line between the syllables in each word.

_____ _____

_____ _____

_____ _____

2. In each of the words in this unit, one of the syllables is accented and the other is not. Write the nine new words in which the first syllable is always accented. Draw lines between the syllables in the words.

_____ _____

_____ _____

_____ _____

_____ _____

_____

3. Write the singular and the plural of the word that ends in *ey*.

_____ _____

4. Write the words which have *per* as the first syllable. Circle the word that is accented on the first syllable when the word is a noun, and on the second when it is a verb.

_____ _____

_____

5. Write the three review words. Beside each word, write its pronunciation. What are three ways to spell the *ər* sound at the end of a word?

_____ _____

_____ _____

_____ _____

6. Write the two words which have the *i* vowel sound in the first syllable and the *e* vowel sound in the second.

_____ _____

7. Write the word in which you hear the *i* vowel sound in the first syllable and the *ā* vowel sound in the second. Write the pronunciation of this word.

_____ _____

8. Write the two pronunciations the dictionary shows for *contest*. Circle the pronunciation for the verb.

_____ _____

C Trial Run

Dictionary Helps

Although the word has a doubled consonant, you hear the sound of only one when you say the word.

This space tells you where the word is divided into syllables.

The dictionary prints words of more than one syllable with additional spaces between syllables. If you do not have room to write the whole word on one line, these spaces will show you where to divide it.

rub·ber (rub′ər), *n.* **1.** A person or thing that rubs. **2.** An elastic substance made from the juice of various tropical plants. **3.** Something made from rubber.

D Proofreading

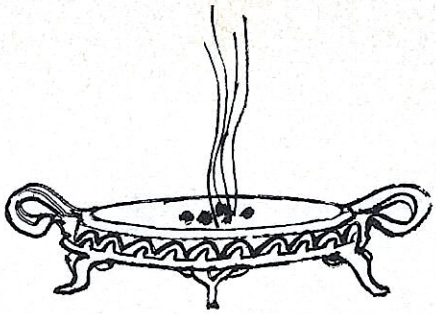
Jack put these words in alphabetical order, showing the dictionary pronunciation and the part of speech for each word. Proofread. If a word is not in the right order, note this. Find any other mistakes. Rewrite the paper correctly.

attend (ə tend′), v., n.
attack (ə tak′), v., n.
contest (n. kon′test; v. kən test′)
enter (en′ ter′), v.
harvest (hâr′vist), n., v.
invent (in vent′), n.
intend (in tend′), v.
matter (mat′ər), n., v.
murder (mėr′dər), n., v.
mistake (mis′tak), n., v.
person (pėr′san), n.
perfume (n. pėr′fūm; v. pər fūm′)
perhaps (pər haps′), adv.
rubber (rub′är), n.
shelter (shel′tər), n.
silver (sil′ vər), n., adj., v.

E For the Record

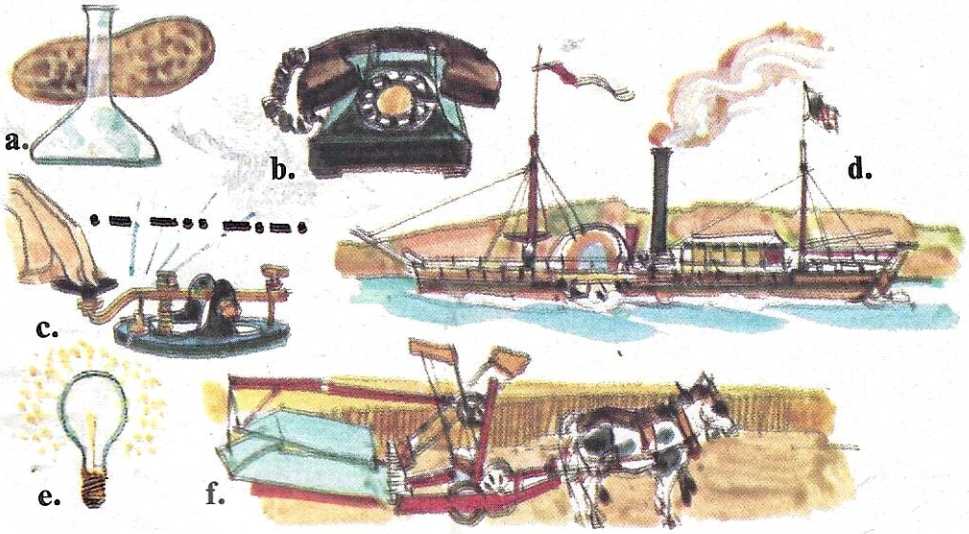
Stories About Words

Our word *perfume* no longer has anything to do with *smoke* but it once did. *Per* meant "throughout" or "thoroughly" and *fume*, from Latin *fumare*, still means "smoke." *Perfume* once meant a sweet-smelling smoke, but it has come to mean just a sweet smell.



More Words for Good Spellers—Inventors

George W. Carver **Alexander Graham Bell** **Samuel Morse**
Thomas Edison **Robert Fulton** **Cyrus McCormick**



Each picture will remind you of one of these famous Americans. Write the correct last name for each picture.

a_____ b_____ d_____ e_____

c_____ f_____

1. Write the names that are pronounced *ed′ ə sən* and *kär′vər*.

_____ _____

2. Which name is thought of in connection with **(a)** a telegraph code; **(b)** the phonograph; **(c)** the reaper; **(d)** paddle wheels?

_____ _____

_____ _____

3. In which first name do you hear the *gz* sounds; a *g* with the *j* sound?

_____ _____

4. Use your encyclopedia to find: **(a)** whose invention was called a folly, **(b)** which inventor helped southern agriculture, **(c)** which helped the deaf.

_____ _____

_____

UNIT 14 More About Syllables

order
allow
unless
tunnel
escape
arrive

market
invite
almost
absent
object
subject
welcome

balloon
lantern
forward
harness
• suppose
• chimney
• picnic

1. Write the words on the board and mark the letters to show the vowel-consonant patterns as you did in Unit 13. Do these words have the same pattern?

2. Divide the words into syllables as you did in Unit 13.

3. Make your own "rule" about dividing this kind of word into syllables.

Randy Rulescouter

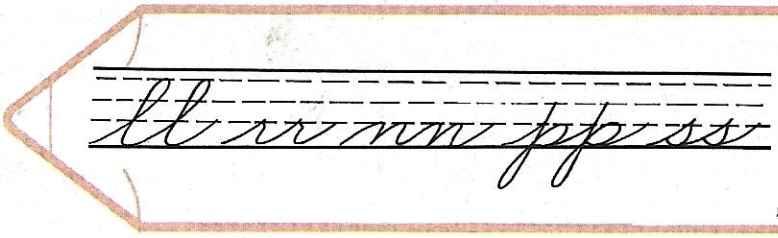
A Discovering Patterns

1. Say the words in the list. Listen carefully to hear the syllables.

2. Follow Randy's directions. What is the spelling rule?

3. Read the *Handwriting Hints* and follow them as you write the new words.

4. Draw a line between the syllables in each word you wrote.



Handwriting Hints

Keep the slant the same for the doubled consonants. Come back to the base line between these doubled consonants in your list words: *ll, rr, nn, pp,* and *ss.*

B Studying Your Words

1. Write the words which are pronounced *bə lün′, ə lou′, ob′jikt, sub′jikt, sə pōz′, ab′ snt, ə rīv′, tun′l.*

_____ _____

_____ _____

_____ _____

_____ _____

2. In Exercise 1, the words *object, subject,* and *absent* are accented on the first syllable. Find these words in the Spelling Dictionary and write their pronunciations when they are accented on the second syllable.

_____ _____

_____

3. When *object* and *subject* are used as nouns, which syllable is accented? When these words are used as verbs, which syllable is accented?

_____ _____

4. Write the words in which the first syllable is always accented. Mark the *v c c v* pattern in each word.

_____ _____

_____ _____

_____ _____

_____ _____

5. Write the words in which the accent is always on the second syllable. Draw lines between the syllables in each word.

_____ _____

_____ _____

_____ _____

_____

6. Write the words with these vowel sounds in the accented syllable: *ü, ou, ô, ä.*

_____ _____

_____ _____

_____ _____

_____

C Trial Run

Dictionary Helps

al·low (ə lou′)

mar·ket (mär′kit)

or·der (ôr′dər)

un·less (un les′)

wel·come (wel′kəm)

In these two-syllable words the accent is sometimes on the first syllable, sometimes on the second. The vowel sounds are easy to hear in the accented syllables. In some unaccented syllables you can hear a vowel sound clearly, as in *market* and *unless.* In other unaccented syllables we say a soft vowel sound the dictionary shows with the *ə* sign. It is called the *schwa.* It can be spelled by any vowel letter, as you can see in *sofa, taken, April, lemon,* and *circus.*

D Proofreading

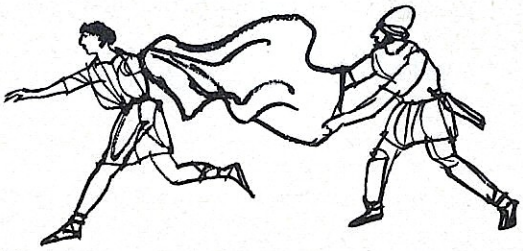
Janet copied these language test sentences and underlined the pronouns she thought were right. Proofread and find all errors. Rewrite the sentences correctly, using only the right pronouns.

1. Did you order (him, he) and (me, I) to bring the baloons?
2. Do allow (her, she) and (me, I) to harrnes the horses
3. The mayor invited (them, they) and (we, us) to step forwerd.
4. The owners wellcomed (him, he) and (me, I) to the new market.
5. (She, her) and (me, I) object to escaping through the tunnell.
6. Unless (she, her) and (he, him) arrives soon, they will allmost surely be late.

E For the Record

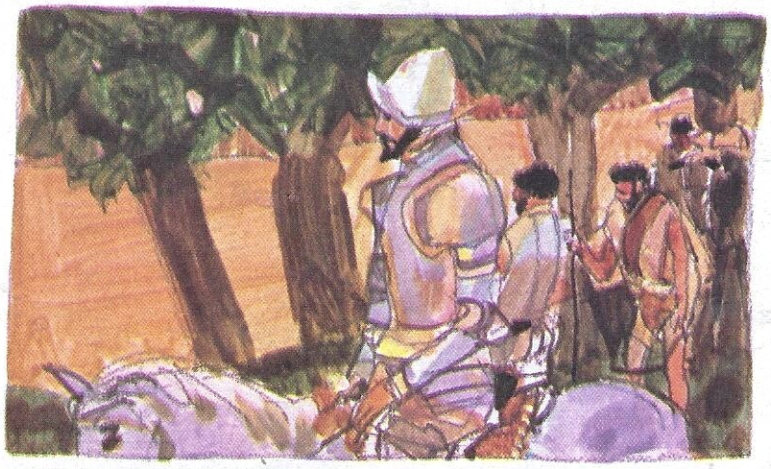
Stories About Words

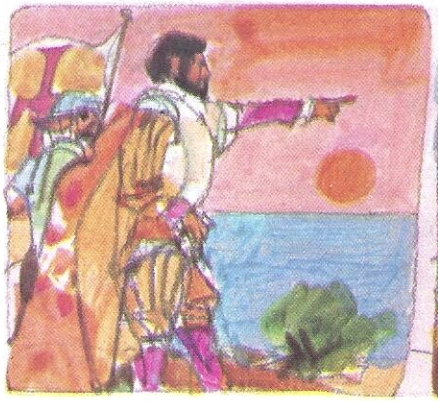
In *escape*, the *es* is a form of the Latin prefix *ex* which means "out of." *Cape* comes from Latin *cappa*, or "cape." If one held a Roman by his cape, he could get away by slipping out of his cape, or by *escaping*.

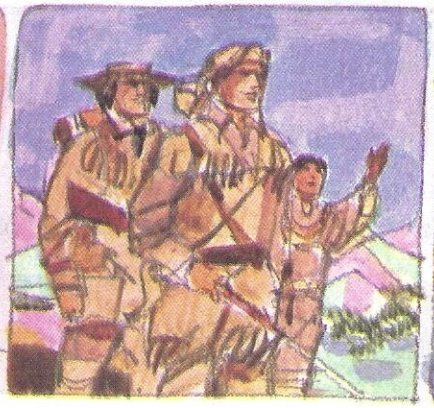


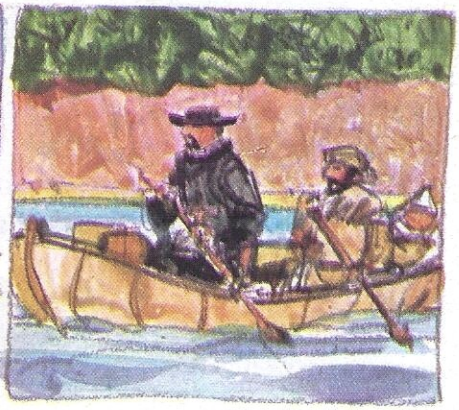
More Words for Good Spellers—Explorers

Hernando De Soto
Jacques Marquette
Vasco de Balboa
René La Salle
Louis Joliet
Meriwether Lewis
William Clark









Consult your Spelling Dictionary and answer these questions.

1. Who explored the Northwest?

_____

_____

2. Who discovered the Mississippi River?

_____

3. What Frenchman explored the Mississippi River and Ohio River?

_____

4. Who explored the Columbia River?

_____

5. What Spanish explorer discovered the Pacific Ocean?

_____

6. What two Frenchmen explored the Mississippi River?

_____

_____

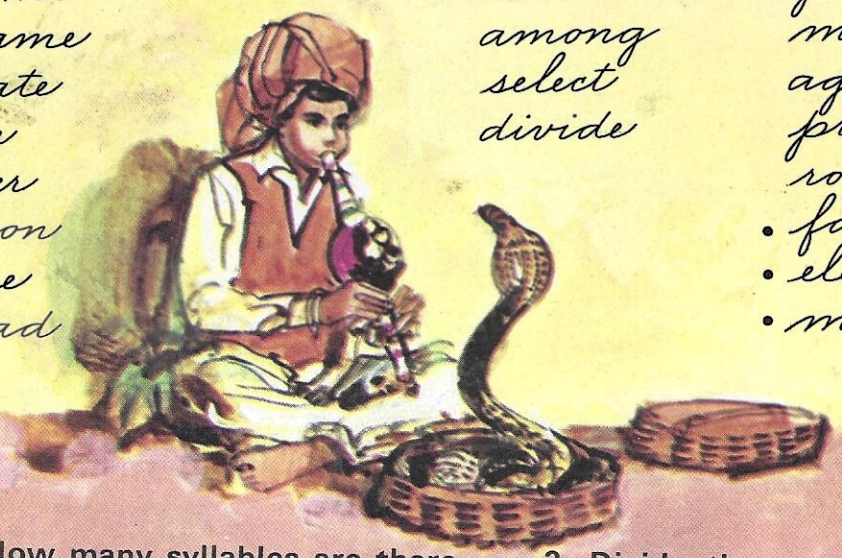
UNIT 15

Another Syllable Pattern

become
became
locate
open
clover
reason
alone
ahead

above
among
select
divide

parade
moment
against
protect
rotate
• *famous*
• *elect*
• *music*



1. How many syllables are there in each word?
2. Write the words on the board and mark the vowel-consonant pattern. What pattern do you find?
3. Divide the words before the consonant. Say each syllable as if it were a little word.
4. Make a "rule" about dividing this kind of word into syllables.

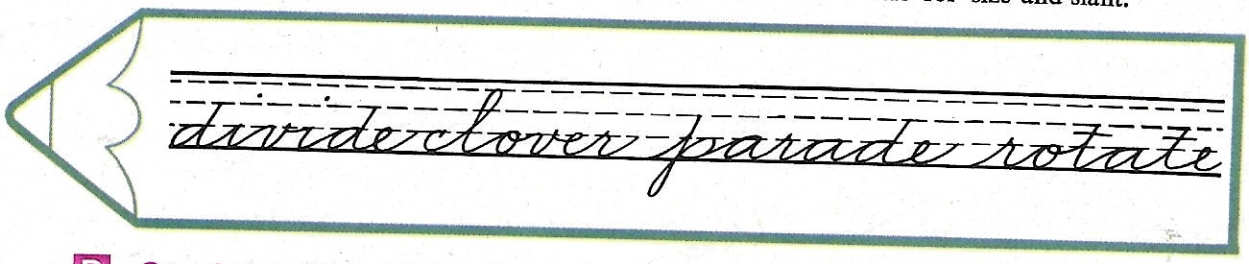
Randy Rulescouter

A Discovering Patterns

1. Say the words in the list. Listen carefully to hear the syllables.
2. Follow Randy's directions. What is the spelling rule?
3. Read the *Handwriting Hints* and follow them as you write the new words.
4. Draw a line between the syllables in each word you wrote.

Handwriting Hints

Be sure you close the *d* so that it will not look like *cl*. The *d* and the *t* are not loop letters. Write these words. Check the letters for size and slant.



B Studying Your Words

1. Write the eight new and review words which are accented on the first syllable. Draw lines between the syllables. Mark the first-syllable vowels.

_____ _____

_____ _____

_____ _____

_____ _____

2. Write the seven words which have *a* or *be* as the first syllable. Draw lines between the syllables and show the accent mark in each word.

_____ _____

_____ _____

_____ _____

_____

3. Write in alphabetical order the words pronounced *i lekt′*, *si lekt′*, *prə-tekt′*, and *pə rād′*. Number the words.

_____ _____

_____ _____

4. Write the words which mean:

a. Very well known
b. A procession
c. To separate
d. A very short space of time

_____ _____

_____ _____

5. Write *become* and the word which shows the past time of *become*.

_____ _____

6. Make *ing* words from *parade*, *become*, *locate*, and *divide*. Remember to drop silent *e* before adding *ing*.

_____ _____

_____ _____

7. Add *ed* to *open*, *select*, *protect*, and *elect* to show past time.

_____ _____

_____ _____

C Trial Run

Dictionary Helps

be·come (bi kum′)

Not all unaccented syllables have the schwa sound.

Note the schwa sound and symbol.

clo·ver (klō′vər)

rea·son (rē′zn)

Note that the dictionary always uses the *k* symbol for the *k* sound.

Note that the dictionary uses the *z* symbol when the *s* spells the *z* sound.

D Proofreading

Proofread Frank's letter to Bill. Find the errors. Rewrite the letter correctly. Proofread for:

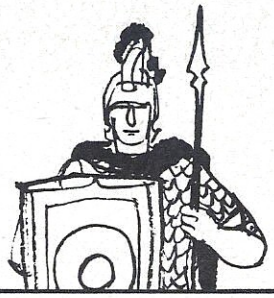
1. Letter form (a) greeting (b) margin (c) indentation (d) closing
2. Sentences (a) complete? (b) run together?
3. Punctuation
4. Spelling

Dear Bill We had a parade today the reasen was to selecк a school mayor. Most votes were devided among joe harry and fred. Who were soon alone at the top. Joe was ahead until the last momunt harry had become our hero so we tried to locate more votes we found Mary and Jane inside protecкting there clothing agenst the rain they voted for Harry so he won by won vote. Yours truly. Frank

E For the Record

Stories About Words

Protect is a good example of how we have made English words from a Latin prefix and a Latin root. *Pro* means "in front." *Tect* is from the Latin verb *tegere*, meaning "to cover." *To protect*, then, is "to cover in front."



More Words for Good Spellers — Great Americans

George Washington	**Benjamin Franklin**	**William Penn**	**Patrick Henry**
Thomas Jefferson	**Abraham Lincoln**	**Daniel Boone**	**Paul Revere**

Each picture should remind you of one of the famous Americans listed above. Write the correct last names with their numbers.

_____ _____ _____ _____

_____ _____

_____ _____

Which of these famous Americans might have made each of these remarks? Write their full names.

1. "It's dangerous in the rain."

_____

2. "I shall name this sylvan land after myself."

_____

3. "No, Dawes, ONE if by land . . ."

_____

4. "They give us only two choices."

_____

5. "The British won't expect us on such a night."

_____

6. "Let's see now — how do you spell *independence*?"

_____

7. "Fourscore and seven years will sound better than 87 years."

_____

8. "Follow this road through the wilderness to my village."

_____